



The **Broward Teachers Union** Virtual  
Innovative Teacher

# IDEA EXPO

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DEPOT.**

25<sup>th</sup>  
Anniversary  
Catalog






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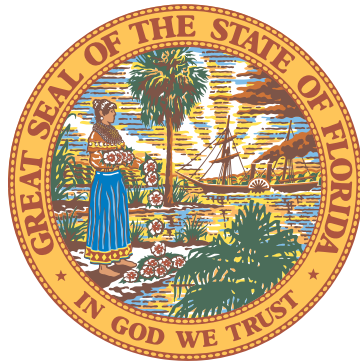
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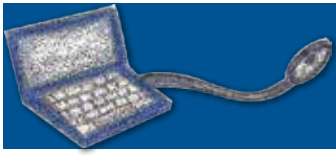
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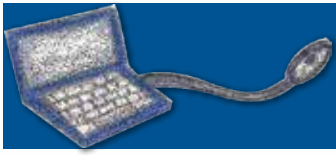
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# WELCOME



Welcome to the Broward Education Foundation's 25<sup>th</sup> Annual Innovative Teacher IDEA EXPO. This EXPO showcases the wonderful student-focused creativity, inspired pedagogical skills, and proven research-based learning outcomes attained by fabulous Broward County Public Schools educators.

With your undeniable impact on our students and, by extension, their families, you are shaping the future of our community. The Innovative Teaching IDEA EXPO and numerous other teacher initiatives set forth by the Broward Education Foundation support your dedication to our youth and their learning achievements. A longstanding and perennial favorite, the IDEA EXPO has served as a model for other Florida districts in showcasing innovative curricula and teaching strategies used to educate a diverse student population.

All of this is made possible through the many business and community partners who invest in education through Broward Education Foundation. Working in collaboration, Broward County will garner the rewards of these public-private partnerships by developing a highly skilled and talented workforce that will make our community a better place for families to live, learn and prosper.

I wholeheartedly encourage you to attend the 25<sup>th</sup> Annual Virtual Innovative Teacher IDEA EXPO on January 29<sup>th</sup>.

"For the 25<sup>th</sup> straight year, Broward Education Foundation will once again showcase leading-edge and ingenious curriculum developed by some of Broward County Public Schools most imaginative teachers at its virtual Innovative Teacher IDEA EXPO. The dedication and initiative evidenced by the grant-winning educators featured here strongly correlate to increased student outcomes and effective experiential learning.

The innovative projects presented in these pages have been tested, measured, and proven to keep students engaged, motivated, and on the right educational track.

We sincerely congratulate the 2022 Innovative Teachers featured in this catalog on behalf of the School Board of Broward County. We are confident their projects will ignite creativity in developing lessons and experiences that stimulate and spark a love of learning in our students.

We encourage all educators to utilize this catalog as a year-round resource for creative and exciting teaching ideas and to log on and attend the Annual Innovative Teaching IDEA EXPO online.

And finally, kudos to Broward Education Foundation for this momentous 25th-year milestone event evidencing their continued support of teachers and students in Broward County Public Schools.

Broward Education Foundation is very proud to celebrate the 25<sup>th</sup> Annual Innovative Teaching IDEA EXPO and the dedicated Broward Schools' educators who seek new methods to help their students effectively learn and excel. Last year, the Foundation pivoted to present this catalog and event online and are doing so again this year. A cornerstone of our organization, innovative teaching grants are an invaluable asset for educators seeking to engage and propel students to higher levels of achievement.

Collaborative philanthropy, such as that evidenced by businesses, community leaders and generous BCPS contributors to our Education First Employee Giving Campaign, ensures that more creative projects and teaching strategies are delivered direct to educators in Broward Schools. The Foundations shares your goals of accelerating student achievement by showcasing a wealth of cutting-edge curricula developed by and for teachers. Giving students every opportunity to grow to become skilled and empowered adults is vital to the success of our community.

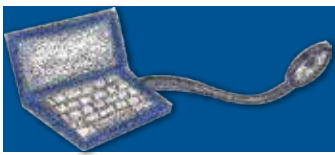
On behalf of Broward Education Foundation's Board and team of professionals, we extend our heartfelt congratulations to all of the 2022 grant-winning Innovative Teachers featured in this catalog and those who'll choose to adapt these projects for their classrooms.

**Dr. Vickie L. Cartwright**  
Interim Superintendent of Schools

**Laurie Rich Levinson, Chair**  
The School Board of Broward County

**Tim Curtin, Chair**  
Broward Education Foundation





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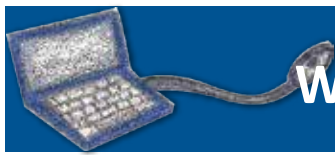


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# WHAT ARE INNOVATIVE TEACHER GRANTS?



**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.

**The Virtual Broward Teachers Union 25th Annual Innovative Teacher IDEA EXPO presented by Office Depot** presented by 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.



BROWARD TEACHERS UNION

Attend the Virtual 25th Annual  
INNOVATIVE TEACHER IDEA EXPO  
Register Now at  
[browardeducationfoundation.org/expo](http://browardeducationfoundation.org/expo)



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

**Disseminator Grants-** Innovative Teacher IDEA EXPO 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 4 – April 15, 2022**. Grant-winning educators receive \$1,000 from Broward Education Foundation and will be featured in the 2023 Innovative Teacher IDEA EXPO 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 14, 2022**.

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



## EXPLORE the Innovative Teacher IDEA EXPO 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 VIRTUAL

### 25<sup>th</sup> ANNUAL INNOVATIVE TEACHER IDEA EXPO

*presented by Broward Teachers Union*

Jam packed with great workshops, exciting presentations, and cool raffle prizes, the best part is the ability to interact with more than 30 grant-winning Disseminators and their virtual project displays. You'll receive expanded course outlines, lesson plans, resource lists, student worksheets and tools for each project featured here to help you adapt a project for your classroom!



BROWARD TEACHERS UNION

The VIRTUAL 25<sup>th</sup> ANNUAL INNOVATIVE TEACHER IDEA EXPO

Saturday, January 29, 2022 9:00 am – 2:00 pm

[browardeducationfoundation.org/expo](http://browardeducationfoundation.org/expo)



## APPLY for an Adapter Grant!

To purchase materials to adapt an Innovative Teacher IDEA EXPO project featured in this catalog, apply for an Adapter grant. Simply select a project from this catalog, attend the VIRTUAL IDEA EXPO, chat with the grant-winning Disseminator about your ideas for implementing the project, check out the expanded materials and apply by **February 14, 2022** at [browardeducationfoundation.org/expo](http://browardeducationfoundation.org/expo).



## DISSEMINATE YOUR OWN INNOVATIVE TEACHER PROJECT IN 2023!

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. Apply for a Broward Education Foundation Disseminator Grant by **April 15, 2022** at [browardeducationfoundation.org/expo](http://browardeducationfoundation.org/expo).





# Super girls deserve super opportunities.

At Verizon, we're building  
a workforce where all  
people are empowered  
to contribute.

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STEM - Science, Technology, Engineering & Math





**OUTCOME(S):**

- Increased motivation for completing reading and math
- Growth in grades and attendance
- Utilization of games to increase collaboration and social skills
- Friendly competition to develop social emotional learning abilities



## UTILIZING GAMES TO MOTIVATE STUDENTS

**QUOTE:**

“Children learn as they play. Most importantly, in play children learn how to learn.” - O. Fred Donaldson

**THE PROJECT AND THE VIRTUAL PROJECT:**

The project was created to encourage students to complete their reading and math assignments consistently, to show growth in both areas (as shown by different tests, including i-Ready), and to increase attendance. These were primary goals for both face-to-face and virtual students. As students showed growth in each area, they were provided a ticket. A list of each classroom and student was tracked on a spreadsheet to show how many tickets they had and how close they were coming to visiting the game room. Physical tickets were provided to the students to increase their sense of accomplishment and responsibility for their own actions. For students that were virtual, they were highlighted on the announcements, awards were sent home, and they were also provided “free time” where they were able to play some of their favorite online games with classmates. A game bus is also being planned at the end of the year to reward all virtual students who were unable to go to the game room in the school.

The games themselves came from a variety of places. Teachers and students donated some games that they had to get the game room started. The SAC committee also donated some as talks began about developing a schoolwide game room. Once the idea really gained steam, local charities were contacted to request game donations (PS4, ping pong table, etc.) as well as furniture donations, which enabled the creation of an environment that students really wanted to spend time in.

**THE STUDENTS:**

All K-8 students were eligible to participate. Once students earned at least three tickets, they could arrange a visit to the game room.

**THE DISSEMINATOR:**

Destiny Drummond

**MATERIALS AND FACILITIES:**


- Classroom to use as game room
- Furniture/chairs to sit on

**RESOURCES:**

- Board games
- Video games
- Televisions (for video games)
- Controllers as necessary
- Ping pong table
- Foosball table
- Motivational tickets
- Excel spreadsheet (for tracking students)



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**MORE INFORMATION:**

**DESTINY DRUMMOND**  
 North Lauderdale Pre K-8  
 7500 Kimberly Boulevard  
 North Lauderdale, FL 33068

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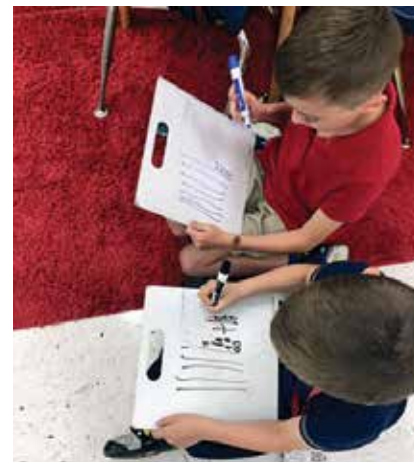
Principal: Ms. Nichele Williams



**OUTCOME(S):**

When students learn to detect, gather, evaluate, and use evidence they...

- improve in their understanding of content knowledge and enduring understanding.
- become better critical thinkers and problem solvers.
- become more critical consumers and wiser when judging the reliability of information.
- make better (and more persuasive) arguments and be able to back-up their opinions and ideas with facts.
- make better decisions by weighing all the evidence and the quality of the evidence provided to support a claim.



## EVIDENCE INVESTIGATORS

**QUOTE:**

“Every student can #DIGDeeper2Learn! (think critically) when given the opportunity.”– *Kelly Thomas*

**THE PROJECT AND THE VIRTUAL PROJECT:**

Struggling to engage your students, get them to think critically, communicate their ideas clearly, and support claims with evidence? Tired of your students “forgetting” what you taught them last week? Engage students in doing the heavy-lifting of learning and teach them how to be “evidence investigators” with collaborative and interactive activities used across the content areas.

In this project teachers are provided tools and strategies to use with ALL learners and are shown how to scaffold instruction to build student confidence and success. Students can start off by asking a question i.e. “From what kind of animal did the mystery fossil tooth come?” They are provided with evidence cards to sort through and determine which claim the evidence supports- “The mystery fossil belongs to a prehistoric lion” or “belongs to a prehistoric shark.” Students can also be given evidence and use the “evidence gradient tool” to evaluate and organize evidence based upon criteria such as the source of the evidence i.e. blogpost vs. newspaper article. To get them comfortable with gathering their own evidence, students can use artwork, mystery stories, boxes, and even commercials. (See links under Resources.) Once students are expert evidence investigators, graphic organizers help them support their claims or “What do I think?”- with evidence or “How do I know?” and explain their reasoning or “Why do I think it? When students are taught how to respectfully discuss and critically think about content learned they will become more engaged and retain it.

**THE VIRTUAL PROJECT:**

During the project, engaging students in collaborative discussions about evidence are modeled through platforms such as Canvas, Jamboard, Padlet, Nearpod, Flipgrid and Microsoft Office 365. The strategies modeled for use in a virtual classroom can also be used in the brick-and-mortar classroom to ensure participation by ALL learners and can even be used as a center activity.

**THE STUDENTS:**

Students grades K - 12

**THE DISSEMINATOR:**

Kelly Thomas has been a Broward Education Foundation Disseminator since 2010 and has presented a number of STEM projects. She serves as a Computer Science (CS) Instructional Specialist for Broward County Public Schools (Applied Learning Department- STEM+CS Programs), training and supporting teachers in STEM and CS. Prior to her current position, Kelly served as STEM Magnet Coordinator and Science Coach for Colbert Elementary. She obtained both her bachelor’s and master’s degree in elementary education from the University of Florida and an Educational Specialist (Ed.S) degree in Curriculum and Instruction from Florida International University. Kelly is also a professional development provider for Code.org, Engineering is Elementary, and LEGO Education.

**MATERIALS AND FACILITIES:**

- Computers/tablets
- Internet
- Projector screen
- Card stock/copy paper
- Printer
- White boards & dry erase markers

**RESOURCES:**

Websites:

- [www.argumentationtoolkit.org/evidence.html](http://www.argumentationtoolkit.org/evidence.html)
- [www.pz.harvard.edu/thinking-routines](http://www.pz.harvard.edu/thinking-routines)
- [www.cultofpedagogy.com/speaking-listening-techniques/](http://www.cultofpedagogy.com/speaking-listening-techniques/)

**INTERACTIVE TOOLS:**

- [nearpod.com/](http://nearpod.com/)
- [jamboard.google.com/](http://jamboard.google.com/)
- [padlet.com/](http://padlet.com/)
- [flipgrid.com/](http://flipgrid.com/)
- Microsoft Office 365 PowerPoint
- Canvas

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Principal: Dr. Lisa Milenkovic



**OUTCOME(S):**

Students will compare and/or contrast the function of organs and/or other physical structures of plants and/or animals.

Students will classify animals into major groups according to their physical characteristics and behaviors.

Students will classify flowering and/or nonflowering plants into major groups according to their physical characteristics.



## SELF-WATERING BUCKET GARDEN

**QUOTE:**

"No matter what happens.... Never Give Up... Ever!!!" - Vincent Newman

**THE PROJECT AND THE VIRTUAL PROJECT:**

Take a 5-gallon bucket (from Harbor Freight, Home Depot, or Lowe's) and drill a 1/4-inch hole just below 6" from the bottom of the bucket. Take a 4" square pencil basket and place upside down inside the bucket. Place the permeable material (fine mesh screen) over the basket; place the 16" long 2" PVC pipe (with angle-cut ends) inside the bucket exactly opposite of the drill hole. Place the two pounds of perlite and vermiculite mixture inside the bucket over the covered inverted basket. This will hold the PVC pipe perpendicular and in place. Gently pack the grow mixture until it is about three inches below the top of the bucket. Plant the seeds (preferably lettuce, as it's fastest to grow) and watch them grow! Next, pour water into the PVC pipe and watch it emerge from the drill hole. Once it appears from the drill hole, stop watering! It has enough. Check every few days by adding water through the PVC pipe, keep the bucket near sunlight, and measure growth – that's it.

**THE STUDENTS:**

All students of any grade level can be assessed easily with a Pre-Assessment and a Post-Assessment. Also, throughout the weeks it takes to propagate seeds; students can in groups for each bucket and those groups can be 4 to 5 students (even 6 students). Each assigned a different specific role. Examples range from scribe, photographer, measurements, testing of water, etc.

This is considered PBL (Project-Based Learning) as well as Differential Learning based up the use of students in a group format.

**THE DISSEMINATOR:**

Vincent C. Newman, (ABD) PhD Conflict Analysis and Resolution, M.S. Program Administration, holds a B.A. in Public Administration, National Science Teacher Association Agriculture Teacher of the Year. In the 19 years, Vincent has been teaching, he has been awarded several grants from Broward County Farm Bureau, Agriculture in the Classroom, Whole Kids Foundation and Broward Education Foundation.

**MATERIALS AND FACILITIES:**

- 1 poly 5-gallon bucket (no lid)
- 2-pound mixture of perlite and vermiculite
- 1 plastic basket 4' x 4' (Dollar Store)
- 1 2-foot length of PVC pipe (2" inside diameter) with angle-cut ends
- 4" x 4" square of permeable material (wire mesh screen)

**RESOURCES:**

Harbor Freight/Home Depot/Lowe's/Dollar Store.

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**MORE INFORMATION:****VINCENT NEWMAN**

McArthur High  
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Principal: Mr. Alfred Broomfield







### OUTCOME(S):

- Increased overall motivation toward school
- Better communication and information technology skills
- Increased creativity
- Increased feelings of academic self-efficacy
- Creation of a positive learning environment
- Improved leadership skills to accomplish tasks
- Improved video editing and presentation skills/computer programming



## LEADERSHIP AND PROBLEM SOLVING THROUGH MINECRAFT

### QUOTE:

“If a child can’t learn the way we teach, maybe we should teach the way they learn.”  
– Ignacio Estrada

### THE PROJECT AND THE VIRTUAL PROJECT:

The project began last year with the school’s STEM Robotics Club before Covid-19 hit. The club had meetings twice a week and had collaborative projects for the students to accomplish with their teams. Moving into this year, instruction was entirely virtual; therefore, the club was designed to be entirely virtual as well. Another reason the project was designed to be completely virtual was because some students were in the classroom on campus, while others were home learners. In order for all students to be able to participate, the club was created as completely virtual so that all students would have an equal opportunity to be involved. Since Minecraft is a computer program, it was easy to “share screens” through Microsoft Teams and allow students to collaborate. Initially, the students shared their basic knowledge and the skills that they were able to do. The goal of the club was for students to be able to share their knowledge with other students and to work together to accomplish tasks. Merely creating items within the world without being able to explain how they did it would not get the student a prize. The true goal was the depth of explanation (like mathematics) and leadership ability.

### THE STUDENTS:

Students will be recruited and be able to volunteer for the STEM club in grades 2 - 8. Grade 2 will be added this year to accommodate the growing interest and as a way to increase the prerequisite skills necessary for success in the included academic areas. Students must have teacher approval to ensure their grades and behavior

are acceptable, both initially and throughout the year. Another focus is to ensure that there is a balance in gender so that there are approximately the same numbers of female and male students. Too often the STEM clubs and careers are very heavily weighted towards males; ensuring a balance in gender equity has been a primary goal in the creation of this club.

### THE DISSEMINATOR:

Joseph Fursetzer, EdS Curriculum, holds an MS in educational technology, a BA in education

1 - 6, and is currently working toward his Computer Science K-12 certification. He is no stranger to grant writing, having been awarded grants from Best Buy, Citibank, Annie’s Garden Grant, and grants through the Broward Education Foundation.

### MATERIALS AND FACILITIES:

- Minecraft software (Education Edition)
- PC or Mac (Minecraft can be played online but would be better downloaded to desktop)
- Classroom (for face-to face meetings)
- Video editing software (for creating end-of-year presentations)

### RESOURCES:

- Minecraft software (Education Edition)
- PC or Mac (Minecraft can be played online but would be better downloaded to desktop)
- Classroom (for face-to face meetings)
- Video editing software (for creating end-of-year presentations)



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### MORE INFORMATION:

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Principal: Ms. Nichele Williams





- [fgcu360.com](http://fgcu360.com)

**OUTCOME(S):**

- Increases student access to fresh, healthy food
- Incorporates garden-harvested crops to the cafeteria
- Creates a cutting-edge, sustainable learning lab
- integrates artificial intelligence technology
- Reduces urban heat island effect by providing shade and cooling through evapotranspiration



## TEA SCHOOL FOOD FOREST

**QUOTE:**

“Many things grow in the garden that were never sown there.” - *Thomas Fuller*

**THE PROJECT AND THE VIRTUAL PROJECT:**

The TEA (Technology Empowered Agriculture) School Food Forest project is funded primarily through The Frederick A. DeLuca Foundation and it serves as an in-depth model to instruct teachers, students, and their community on why and how to sustainably grow edible food in their neighborhood. The TEA Food Forest emphasizes both growing culturally relevant, native plants and trees, and connecting agriculture and technology. Students will monitor sensors that provide real-time data, such as soil moisture and pH. Incorporating food forests is an effective solution to provide people living in a food desert with fruits and vegetables to experience a healthier diet and lifestyle, while simultaneously helping to create a cooler urban environment.

**THE STUDENTS:**

Students in grades K-12

**THE DISSEMINATORS:**

Elaine Fiore and Adrian Carter – STEM + CS Department/TEA Food Forest

Prior to her position with the Broward TEA Garden Food Forest, Elaine Fiore served as Beachside Montessori Village’s magnet coordinator and sustainability teacher. While there, she created the BCPS Food Recovery Program to reduce cafeteria food waste and led the school to receive the U.S. Department of Education’s Green School Award. This program has been replicated in schools across Florida. In addition, she founded Florida Food Waste Awareness Week and collaborates with organizations around the state to shine a light on this important issue. Elaine is excited to

implement and monitor Broward TEA Garden Food Forest plans as she helps facilitate sustainability within Broward County Public Schools.

Former Cross Creek School horticulture teacher Adrian Carter is ready to train and support schools as they create their TEA Garden Food Forests. Utilizing her master’s degree in landscape architecture to enlighten Cross Creek students, she also served as the facilitator of Broward Education Foundation’s Garden Delights – a forerunner of the Broward TEA Garden Food Forest – where she was responsible for implementing and monitoring the success of that program. Adrian is thrilled to use her expertise in training and support to grow Broward TEA Garden Food Forests in schools throughout the district.

**MATERIALS AND FACILITIES:**


Plants, trees, hardscape, soil, mulch, Microsoft FarmBeats, curriculum, hose, garden tools, storage

**RESOURCES:**

- [foodforestabundance.com](http://foodforestabundance.com)
- [thefoodforestproject.org](http://thefoodforestproject.org)



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**MORE INFORMATION:**

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Administrator: Lisa V. Milenkovic, PhD







**OUTCOME(S):**

Students will have the tools and resources to be successful in any content area. Students will have material available to support their learning and teachers will be able to use less time focusing on previous content that may be one to two grade levels behind their own curriculum.



## CONTENT COASTERS

**QUOTE:**

“If we use coasters to protect surfaces, surely they can be used to protect our students.”

**THE PROJECT AND THE VIRTUAL PROJECT :**

Content coasters are academic laminated or online formatted guides that help students with previous content or prior knowledge that is necessary to master their current standards. Students can access these tools and use as an aid to further understanding.

**THE STUDENTS:**

This project will increase student engagement and overall self-esteem. Students will have access to a resource that empowers them to continue learning and developing. While having these aids students will be more willing to share, collaborate or engage with the material with their peers and teachers.

**THE DISSEMINATOR:**

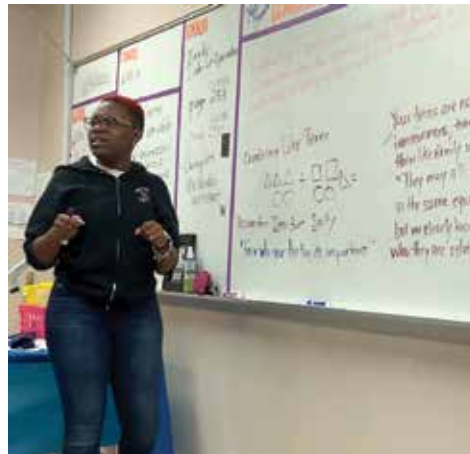
Katrice Dixon is known around campus as Math Chainz. For any educator to be effective, they must lead with connection and show the students that teachers are human too, and that their goal is to ensure they are successful – not only now, academically, but also forever after as they enter the workforce. Katrice loves to engage with her students and make learning relatable, relevant and fun. Her class is often showcased for project-based learning and high engagement activities where song, dance, social media, and an occasional pie in the face are incorporated into everyday learning.

**MATERIALS AND FACILITIES:**

For virtual content coasters, teachers will need technology programs such as canva.com, PowerPoint, and Google Slides. For creating actual coasters in class, teachers will need colored paper, lamination sheets, binder rings, and folders.

**RESOURCES:**

- [myhrw.com](http://myhrw.com)
- Broward SharePoint
- [My.PBLWorks.com](http://My.PBLWorks.com)



### MORE INFORMATION

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Principal: Mr. Earnest Toliver





**OUTCOME(S):**

At the end of the implementation period, 100% of the school students will have learned and created a project about at least one woman trailblazer who has made some impact in the world at large.

- 70% of students will be able to name at least one woman trailblazer and answer questions about her life and impact to the world on a teacher created survey.
- 85% of students will create at least one piece of artwork, be it a drawing, a painting, a piece of jewelry, or a sculpture representative of the woman trailblazer being studied, and achieve at least a B (80%) in a rubric specifically for the project.



## TRAILBLAZERS: WOMEN WHO MADE THEIR MARK IN THE WORLD

**QUOTE:**

"Here is to **STRONG** women  
May we **KNOW** them,  
May we **BE** them,  
May we **RAISE** them." - Stacey Bendet

**THE PROJECT AND THE VIRTUAL PROJECT:**

TRAILBLAZERS is a hands-on project that focuses on art created by women or about women who made an impact in the world. Through this grant students will be able to create dramatic pieces of art by applying various techniques while learning about incredibly inventive women who have made a mark in the world. Students will discuss the stories and point of view of these women and learn from their struggles and more importantly celebrate their impressive skills and influence which in this world is often overlooked. Many women in many fields such as science, engineering, art, or medicine go unnoticed and their genius not appreciated. Many women achieve incredible success, often taking risks and they blaze a trail and leave a path for others, despite having to overcome injustices, obstacles, objections or preconceptions. This grant will help empower little girls to aspire to make a difference in the world, help them realize their potential and inspire their creativity. It will also help boys to see girls and women as equals, and help to teach them respect towards women and to also to celebrate their success and follow in their footsteps.

**THE STUDENTS:**

The school has 640 students and is composed of 88% of low-income families. The school demographics are as follows: 49% Hispanic, 25% Black, 17% White, 6% mixed races, 1% Asian and 2% unspecified. 47% of students are female and 52% are male.

**THE DISSEMINATOR:**

Luisa Dugas is the art teacher at Croissant Park Elementary. Ms. Dugas has been teaching art for 11 years and has won 4 Teacher Innovation grants, three Disseminator grants and has adapted several adapter grants over the years. Her project, **Printmaking Magic Exploration**, won 1st place at the display competition at the BEF Teacher Idea Expo in 2018. Ms. Dugas creates a unique curriculum for the art room every year and her students are exposed to a variety of topics, techniques, and supplies. Her Teacher Innovative Idea Grant **project ABC-Arts, Books and Creativity** was disseminated at the 2019 BEF Teacher Idea Expo and was a teacher favorite with over 12 teachers adapting it in several schools.

**MATERIALS AND FACILITIES:**

Trailblazers can be implemented in any elementary classroom, or art classroom. For materials, books from the school's media center can be used. A suggested list of books and video resources will be provided in the USB Expo packet. The teacher can adapt this grant in many ways to include only reading or background information. If also doing the art component, the teacher will also need some basic art supplies. Most used materials are: construction paper, paint, scissors, glue, sharpies, and oil pastels.

**RESOURCES:**

Books available in the school resource library or specifically chosen for the project. Photocopies of illustrations to help students with the artistic expression part of the projects. Laptop with online access for online read-alouds, visual samples and other online video resources. Additionally the adapting teacher can create Kahoots and targeted quizzes to check for comprehension and content acquisition.

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**MORE INFORMATION:****LUISA DUGAS**

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Principal: Ms. Michelle Ann Allison



# dif•fer•ence

*/noun/*

*to cause a change, make an impact,  
have an effect; to matter.*

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**OUTCOME(S):**

This project has multiple outcomes:

1. Students learn how to analyze a complex text (subject, occasion, audience, purpose, speaker, tone, structure).
2. Students learn how to make connections between complex texts.
3. Students learn how to write with an awareness of speaker, audience, tone, and structure.
4. Students learn project planning (ideation, prototyping, testing, revision, publication).
5. Students learn how to provide meaningful feedback to peers.
6. Students learn how to meaningfully employ the writing process (brainstorming, planning, drafting, revising, and publishing).

## CREATING CYOA'S WITH INKLEWRITER

**QUOTE:**

"Regardless of content area or achievement level, one can learn how to use inklewriter software to improve their students' engagement with texts, and how to genuinely employ the writing process in their own compositions."

**THE PROJECT AND THE VIRTUAL PROJECT:**

This began as a virtual project in four stages.

In stage one, students concluded a series of lessons on Shakespeare's Hamlet with an analysis of Ryan North's award-winning CYOA (Choose Your Own Adventure) adaptation of the play (titled *To Be or Not To Be*). Students were tasked with identifying how North's work has prompted readers/players to learn more about the play, the characters' complex motivations, and the world of Elizabethan England.

In stage two, students

- 1) selected a book from an approved list as a focus for the CYOA project;
- 2) conducted research about the book using academic databases; and
- 3) conducted research about creating CYOAs.

In stage three, students found "knowledge crosswalks" between the book being studied and aspects of CYOA construction.

In stage four, students planned, prototyped, tested, revised, and published a CYOA with the same kinds of academic extensions found in North's adaptations back in stage one.

**THE STUDENTS:**

The inklewriter/CYOA project was used with thirty students in a dual-enrollment ENC 1102 (Composition II) course, but the project can be adapted for virtually any content area or achievement level.

**THE DISSEMINATOR:**

Russell has been a literature, writing, and film studies teacher in SBBC for 25 years, primarily working in advanced academics. With teaching experience in AP, IB, DE, and AICE instruction, he's always looking for innovative ways to engage students in university-level discussions, regardless of the class content.

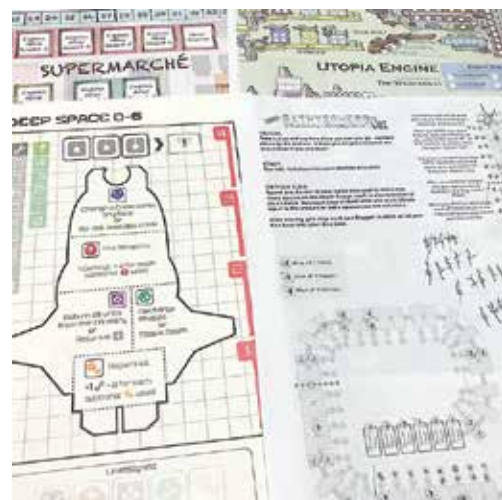
**MATERIALS AND FACILITIES:**

Students will need:

- A digital or printed copy of Shakespeare's *Hamlet*.
- The freely available PDF or printed copy of Ryan North's *Hamlet adaptation (To Be or Not To Be)*
- Access to Broward College academic databases
- Any flowcharting software
- Inklewriter (always free for all users)

**RESOURCES:**

1. Any student edition of Shakespeare's Hamlet
2. *To Be or Not To Be*, by Ryan North (PDF available online for free, printed versions available for purchase, and interactive app available for purchase through iOS or Google app stores)
3. Access to course-appropriate databases to research student-selected works
4. In-class library of works for student selection (non-virtual option)
5. Any flowcharting software (Miro, Lucidchart, Office 365)
6. inklewriter, the CYOA writing app inkle (and optionally, using grant funds, access to professional CYOAs created with inklewriter)



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**MORE INFORMATION**

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Principal: Ms. Vivian Suarez







**OUTCOME(S):**

The activities provide ways to adapt Project Zero strategies and frameworks for use in different settings: for virtual classrooms and for home learning; guided by a teacher working remotely; or by a parent or caregiver in person.



## BEYOND THE LOOKING GLASS: HELPING STUDENTS UNDERSTAND PERSPECTIVES

**QUOTE:**

"Perspectives are bundles of beliefs, a mindset that we each embrace determining how we see one another, our experiences, and possibilities or lack thereof. As teachers, our perspectives directly impact student emotions and their learning, because emotions are contagious!" - Lori Desautels

**THE PROJECT AND THE VIRTUAL PROJECT:**

Visible Thinking research, both the initial project and the many projects that followed, makes extensive use of learning routines that are rich in thinking. These routines are simple structures; for example, a set of questions or a short sequence of steps that can be used across various grade levels and content areas. What makes them routines, versus mere strategies, is that they get used repeatedly in the classroom so that they become part of the fabric of classroom culture. The routines become one of the regular ways students go about the process of learning. Routines are patterns of action that can be integrated and used in a variety of contexts. Teachers might even use more than one routine in teaching a single lesson. Routines don't take time away from anything else educators are doing; instead, they enhance learning in the classroom.

**THE STUDENTS:**

The thinking routines developed by Project Zero work for any age range. Students use their prior knowledge, current questions, and new perspectives to understand how and why priorities may differ based on age, religion, location and long-term goals. Students take ownership of the learning process as well as applying new ideas to be incorporated into their personal belief systems.

**THE DISSEMINATOR:**

Jacob Aronin is a Gifted Coordinator for Innovation Learning in Broward County Schools. He was the chair for CITY (Center for Intellectually Talented Youth), now known as the Gifted Academy @ Parkway. He teaches gifted endorsement courses for Broward Virtual University. Jacob is an annual presenter for the Gifted and Talented Symposium. He also collaborated with the Broward Center for Performing Arts on multiple Broadway League Grants, creating original musicals with middle school students and gifted artists. Originally from New York, Jacob was a professor at Adelphi University and the School for Film and Television. His work in New York included writing for the Village Gate Theatre and a variety of television projects.

**MATERIALS AND FACILITIES:**

Thinking routines can be done with little or no technology. However, for many routines an overhead projector is needed in order to reveal pieces of pictures and projects as students make assumptions of the material. Teachers can create the routines to work virtually as well as face to face.

**RESOURCES:**

The project idea packet includes a wide variety of teaching routines for students to experience new perspectives in history, literature and family relationships. Harvard also provides examples of routines in action in the following fields:

- Artful Thinking
- Cultures of Thinking
- Agency by Design
- PZ Connect & Visible Thinking Resources
- Interdisciplinary & Global Studies



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**MORE INFORMATION:**

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Director: Ms. Daryl Linda Diamond





### OUTCOME(S):

- Learning gains in curriculum and content areas; information literacy skills, including the FINDS research process; digital literacy skills
- Students develop projects to share knowledge, collaborative and communication skills and abilities, both digital and in real time
- Planning and instructional tools for resources, goals, objectives, projects, rubrics, formative and summative assessments
- SEL gains from successful learning goal achievement; collaborative instructional environment.



## PADLET, HOW DO I LOVE THEE?

### QUOTES:

“Komo mai kau mapuna hoe” (Dip your paddle in.) - *Hawaiian proverb*

“Talk doesn’t cook rice.” - *Chinese proverb*

“Byen prè pa lakay.” (Very close is not there yet.) - *Haitian proverb*

### THE PROJECT AND THE VIRTUAL PROJECT:

The project “Padlet, How Do I Love Thee?” is a project for students to organize and provide evidence of learning in an engaging, effective, technology-based collaborative paradigm. This project supports ELL and ESE accommodations. It can be adapted in a scaffolded, gradual release CARE cycle structured lesson or unit targeted for multiple curriculums at any grade level. It supports differentiated and distance learning models and environments.

Padlet is an assessment piece for student learning utilizing rubrics, an interactive digital presentation piece and resource platform, an instructional planning tool for goals and objectives which works seamlessly with BCPS Canvas platform, and is an interactive instructional space to plan, assess, and provide feedback for F2F, hybrid and remote learners.

Formative assessments were used in a gradual release (I do, we do, you do) paradigm with digital projects to evidence student concept mastery. This was first modeled with digital project examples in a whole group setting (I do), then by student digital projects with support (we do) and finally independently (you do).

### THE STUDENTS:

Palmview is a Title I school with 81% classified as economically disadvantaged. The student demographic is 73% African American/Haitian Creole, 23% Hispanic, 2% Multi-Racial and 1% White. Out of the 567 students, 15% are students with disabilities; 47% are English speakers of other languages (ESOL).

### THE DISSEMINATOR:

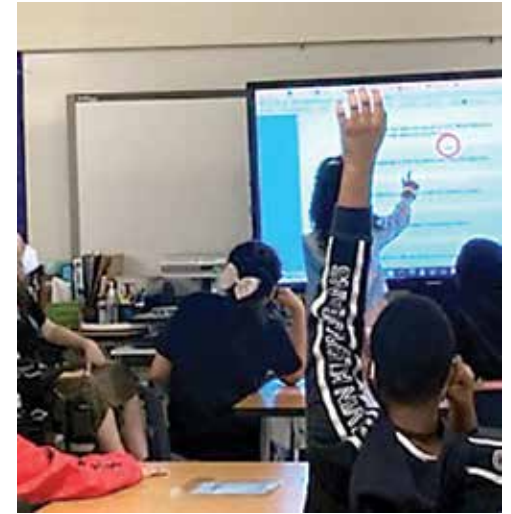
Sheri Dominguez is a National Board Certified Media Specialist, PK-12. She has been teaching at Palmview Elementary for 18 years, is also the Magnet Coordinator and Grants Liaison, providing teacher support at Palmview and throughout the district.

### MATERIALS AND FACILITIES:

Media center collection, digital district literacy resources, and Makerspace resources; digital learning development including district resources.

### RESOURCES:

Digital learning development including district resources: Canvas, Nearpod, Clever apps, Brainpop, Hour of Code, etc. Differentiated materials will be developed with and for the teacher wishing to adapt this project. These include print and digital resources, realia, primary documents and sources, vocabulary support including Flocabulary, realia print and digital resources, resources to record and develop presentations, bibliographies, WebQuest, Padlet, Animoto, Kahoot!, Microsoft Sway.



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### MORE INFORMATION

#### SHERI DOMINGUEZ

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Principal: Mr. Robert Gibson







**OUTCOME(S):**

Through participation in various classroom transformations and their corresponding activities, students will be given the opportunity to practice skills that need remediation through hands-on activities in an engaging environment. Students will become immersed in the learning, and will therefore internalize the material. This will result in positive attitudinal changes and improved test scores.



## SET THE STAGE – ENGAGE!

**QUOTE:**

“What we learn with pleasure, we never forget.” - Alfred Mercier

**THE PROJECT AND THE VIRTUAL PROJECT:**

The project “Set the Stage: Students Engage!” is an interactive, engaging method of immersing the student in a total learning experience, rather than just teaching a lesson. This project involves choosing a theme, setting the “stage,” providing costumes/décor and designing meaningful activities that the student will enjoy and internalize. The project idea can be easily adapted and used for any age/grade level to teach any standard for any subject content area.

**THE STUDENTS:**

This project can be modified or enriched based on the level of students K-12. The disseminator currently teaches at a Title 1 school with a class population of 18 students: 10 girls/8 boys ages 6-7 years with the following racial demographics: 5 Black, 5 Hispanic, 5 White, 3 Other.

**THE DISSEMINATOR:**

Jeannie Krouch has been teaching for 20 years. She earned her Bachelor of Science degree in primary education from Barry University and her Master of Science degree in early childhood education from Nova Southeastern University. She achieved National Board certification as an Early Childhood Generalist in 2006 and renewed that certification in 2016. In 2018, Jeannie was awarded 1st Place from the Florida Council for Economics Education for her original social studies curriculum. Jeannie was the proud recipient of the 2018 Award for Excellence in Creative Teaching from the Florida Association for Gifted Teachers. Most recently, Jeannie won the Broward County Social Studies Teacher of the Year for 2020.

**MATERIALS AND FACILITIES:**

The materials for this project may include, but are not limited to, any décor to enhance the classroom transformation theme including, but not limited to, curtains, tablecloths, tools, costumes, and accessories. The materials should also include theme-related, interactive activities correlated to specific grade level standards.

**RESOURCES:**

Florida State Standards were used to create teaching targets, learning goals and objectives for the activities in each classroom transformation. Amazon.com was utilized as a resource for purchasing theme-related items. Book titles are listed in the bibliography/suggested reading list.



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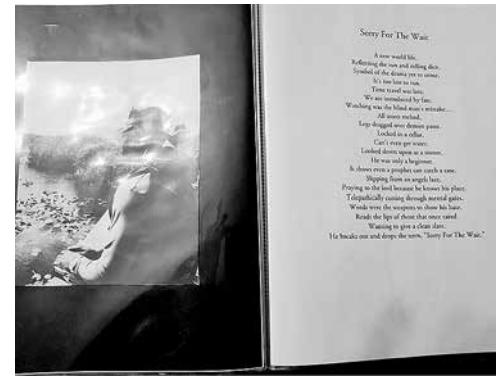






### OUTCOME(S):

The outcome of this project will be that students that will be able to read, comprehend, analyze, and interpret poetry. Students will also be fully engaged by thinking critically and creating their own poems that will help them build vocabulary skills, work collaboratively, independently, and share their content with the class. This will directly impact their ability to increase their test scores on standardized test that requires them to understand multiple meaning words, interpret text, and draw evidence from literary text.



## POETRY PORTFOLIOS AND MORE!

### QUOTES:

“Skill and confidence are an unconquered army.” - *George Herbert*

“The desire to create is one of the deepest yearnings of the human soul.” - *Dieter F. Uchtdorf*

“You can’t use up creativity. The more you use, the more you have.” - *Maya Angelou*

### THE PROJECT AND THE VIRTUAL PROJECT:

The project will use a unit of lessons to help students with their ability to comprehend, analyze, and create various poems. Students will create poems according to their grade level and ability. The project will be done with the teacher modeling how to read, analyze, and create various poems. Students will then work in pairs, in groups, and/or individually in order to do the same. Students will create poems that will be placed in a scrapbook and/or a website. Creativity is encouraged throughout the process.

### THE VIRTUAL PROJECT:

The project can be created online, with students posting their poems with pictures on a free website like Google. It can also be adapted to have students create videos to share on their website through video cameras, web cameras, or smartphones.

### THE STUDENTS:

This project was designed for 9-12th grade students; however, it can be adapted for any grade level or age group. It can even be adapted for various subjects like math, history, or science.

### THE DISSEMINATOR:

Candace Blake has been teaching in Broward County Schools since 2003. She is an educator at Coral Springs High School. She received her Bachelor of Arts in English from Florida Atlantic University. Mrs. Blake holds two master’s degrees. She has a master’s degree in educational leadership from Florida Atlantic University, and she has another master’s degree in English from Grand Canyon University. She is a former Innovative Teacher Idea Adapter Grant recipient.

### MATERIALS AND FACILITIES:

Copies of poems from textbooks, online, and/or various books are needed. In addition, the following materials are needed: poetry books; computers/laptops; Elmo projector and/or LCD projector; Google account; colored printer (EcoTank); scrapbook(s); white and colored printer paper; stock paper; filler paper; and pencils.

### RESOURCES:

*Looking Out, Looking In: Anthology of Latino Poetry* by Williams Luis

*From Totems to Hip-Hop: A Multicultural Anthology of Poetry Across the Americas, 1900-2002* by Ishmael Reed

*The Rose That Grew From Concrete* by Tupac Shakur

National Poetry Month <https://poets.org/national-poetry-month/about-celebration>

Poem in Your Pocket <https://poets.org/national-poetry-month/poem-your-pocket-day>

The Poetry Foundation <https://www.poetryfoundation.org/>

Poetry 180 <https://www.loc.gov/programs/poetry-and-literature/poet-laureate/poet-laureate-projects/poetry-180/>

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EMPLOYEE GIVING CAMPAIGN

### MORE INFORMATION:

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Principal: Ms. Vivian Suarez





**OUTCOME(S):**

The opportunities and outcomes of this project will allow students to be successful notetakers, thinkers and increase written expression by using Pragmatic post it notes. Students will also express their ideas in a well-organized manner.



## PRAGMATIC POST-IT NOTES PROJECTS

**QUOTE:**

“Do the best you can until you know better. Then when you know better, do better.”  
- Maya Angelou

**THE PROJECT AND THE VIRTUAL PROJECT:**

The disseminator believes that this project allows students to express themselves and organize thoughts and ideas by learning concepts in various ways using Post-It Notes. Post-It Notes allow creativity by allowing students the freedom of choice of how they will display their work using Post-Its. As they write, post, draw or play interactively with the Post-It Notes, students learn that key ideas and details (along with written word) can play integral roles in their learning styles. Large posters filled with Post-It Notes or individual reminders create messages that students will remember, because the project allows freedom of student choice. Post-It Notes are fun, engaging and colorful, brightening up each lesson in a positive “Post-It” way.

**THE STUDENTS:**

This project can be adapted for any student at any grade level. The project may require step-by-step guidance for lower grades via videos, teacher guidance or online instructions. As students progress through the years, they may design and create Post-It Notes with detail designs, text or questions for any topic. The students will expand on the Post-It Notes, adding details, facts and data throughout the lessons. This project may be adapted for any topic in grade level.

**THE DISSEMINATOR:**

Lauren Kilmer (Ferreira) is a Global Studies and Peer Counseling teacher McNicol Middle School. Lauren has a passion for educating students using hands on learning integration with the curriculum. She believes that all students can learn and that students must be active participants. For this reason, her lessons are all focused project-based learning. She currently serves on many educational committees. She also has won numerous grants and awards over the years and her class has been featured in the Sun Sentinel, Hollywood Gazette and BEF website.

**MATERIALS AND FACILITIES:**

- Post-It Notes – various sizes, colors and shapes
- Poster boards
- Pencil, pens, crayons, markers
- Charts with Post-It sticky backing
- Scotch tape
- Video/internet/computer
- Laminator (extra)

**RESOURCES:**

- Teacher-guided lessons along with online websites: Head over Heels, Broward SEL Choose Peace (Agents of Change), Post-It Notes
- Post-It Notes in various colors and sizes, white board, poster boards and bulletin boards
- Classroom standards and teacher-made rubrics



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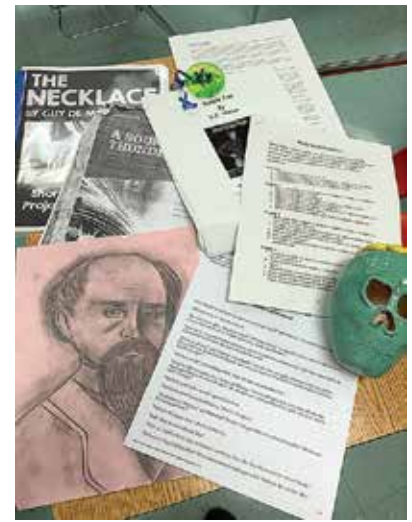
Principal: Melissa Gurreonero





**OUTCOME(S):**

Students improve their academic performance when they enjoy their activities, especially when they gain a sense of accomplishment and competence. With the introduction to some very high-interest short stories, students will gain a new appreciation for reading. With the completion of this project, their learning goals will be assessed and modified as needed. As a result, students will subsequently see improvements on their FSA exams.



## SHORT STORIES, PROJECTS AND MORE

**QUOTE:**

“I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn’t be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage.” - *Roald Dahl*

**THE PROJECT AND THE VIRTUAL PROJECT:**

This project will introduce students to the format and structure of the short story. Teachers today use short stories in the classroom to help teach and reinforce many needed literacy skills. For the struggling reader, a short story is perfect for teaching the literary elements of a story, helping to increase comprehension, grammar, and fluency. Students frequently feel overwhelmed in facing the reading of a voluminous novel, and will often not even attempt it. By starting with a short story, students envision reading goals as attainable. A well-written short story can give the reader all the joys of reading, experience, and satisfaction of finishing a story, but in much more manageable time frames. This project will suggest several great stories to begin with and project ideas to accompany them. Students will read and analyze several short stories over the school year. Some of the short stories may include, but not be limited to, “The Necklace,” by Guy de Maupassant; “The Raven,” by Edgar Allan Poe; “The Lottery,” by Shirley Jackson; “The Veldt,” by Ray Bradbury; “Lamb to the Slaughter,” by Roald Dahl, and “A Christmas Carol,” by Charles Dickens. Students will read, discuss and analyze each story. When finished, they will be required to complete one of the following projects: the creation of board games, a fictional yearbook, a story T-shirt, a pizza box report, character trading cards, book report charm bracelets, clothes hanger mobiles or a Pringles can character.

**THE STUDENTS:**

The disseminator teaches reading to 10th through 12th grade struggling readers. Most of these students are currently reading on a 5th grade level. When asked who likes to read, very few students respond in positive ways. These students, who have been struggling with reading for most of their school years, have been conditioned to view reading as a burdensome task. However, reading is clearly needed, not only to pass the state’s standardized test and earn a high school diploma, but also to help these students become productive members of society. It is the hope of this disseminator to change students’ feelings towards reading while simultaneously improving their reading ability. By introducing them to short stories, it is her hope that these students will find the joy in reading, and will continue to read and challenge themselves in the future to become lifelong learners.

**THE DISSEMINATOR:**

Felice is currently in her 33rd year of teaching and is certified in exceptional education, reading and ESOL. She has earned her MS in exceptional education. She currently teaches reading at Coral Springs High School, where she continues to mentor many new teachers. During her career, she has sponsored different clubs and is currently the Key Club sponsor. Felice has written several grants over the years, including the Citibank Success Fund, TDIF, Donor Choose, and Broward Education Foundation Adapter Grant. She has been a presenter at the National Conference Coalition of Essential Schools and has presented over the last two years at the Annual Innovative Teacher IDEA Expo.

**MATERIALS AND FACILITIES:**

Copies of the short stories, paper, construction paper, glue, markers, pencils, computers, printer, and various decorations

**RESOURCES:**

Websites, copies of the short stories, materials for projects, computer, and printers

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**MORE INFORMATION:**

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**OUTCOME(S):**

While debate allows students to research and develop views on two sides of an issue, this project allows students to also consider additional views of even minor characters, synthesize these ideas, and develop additional views in a thoughtful and creative manner to share with their peers in a non-confrontational way. Students will be allowed to infuse their own intelligence, creativity, and even humor to express their own views as they move through the process of learning to evaluate and express their own ideas and share them.



## AS I SEE IT . . .

**QUOTE:**

"I think it is the job of an educator to teach their students how to think, not what to think, and give them a safe venue to express these views creatively." - *Sandy Melillo*

**THE PROJECT AND THE VIRTUAL PROJECT:**

Students will choose a well-known fairy tale, story, myth, or historical event and retell it from the points of view of major and minor characters, or even objects, in the form of poetry and prose. This project was originally done by a creative writing class that had to retell a story chronologically from beginning to end using at least five points of view in poetry and/or prose. Originally, the project was modeled after the book of poetry by Laura Whipple entitled *If the Shoe Fits*, inspired by the Cinderella fairy tale. After reading works such as those by Gregory McGuire that retell *The Wizard of Oz* as *Wicked*, or seeing the life of Wolfgang Amadeus Mozart as fantasized by Peter Shaffer in the play *Amadeus*, or even the history of Alexander Hamilton as told through those around him in Lin-Manuel Miranda's *Hamilton*, many writers have been inspired to create works that have led so many to consider how different points of view can alter one's perception of an original story.

Students can be introduced to readings, films, and even parodies of original works or even textbooks that convey one point of view. This can lead to group or whole-class Socratic discussions or debates, and then culminate in a written or digital project that retells the story or event chronologically, but in intervals with different viewpoints that move the plot along. The final projects would be shared with the entire class as either group or individual presentations for peer evaluations or further class discussions.

**THE STUDENTS:**

The creative writing students who originally participated in this project produced an amazing range of retold stories, myths, and events that characterized their creativity and unique views of the world through the varied eyes of minor characters and objects that came to the forefront to show that they had something important to add. The students showed their ability to observe and absorb the idea that ALL voices deserve to be heard and considered thoughtfully, without the kind of judgment that might silence or negate them.

**THE DISSEMINATOR:**

Dr. Sandy Melillo has just retired after 48 years of teaching at the high school and college level. She has been an instructor in English, drama, TV production, creative writing, AP research, Dual Enrollment ENC 1101 & ENC 1102, and all levels of English at both Northeast and Pompano Beach High. Dr. Melillo directed plays and musicals for both students and teachers, created NETV and Pompanews in TV production, and was also the sponsor of the National Honor Society. 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 over \$1,000,000 in grants for her classroom. None of this impressed her students or her grandchildren, because in teaching, every day is new and requires a continual effort to achieve excellence. It's what the students deserve in their teacher.

**MATERIALS AND FACILITIES:**

- Creative minds open to all possibilities past or present
- Access to laptops with internet access
- EcoTank color printer and ink
- Laminator and sheets
- Binding materials

**RESOURCES:**

- Fairy tales
- Children's stories
- Mythology
- Historical accounts
- Written and performed children's stories, histories, and myths
- Parodies of children's stories, histories, and myths

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**MORE INFORMATION:****DR. SANDY MELILLO**

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Principal: Hudson Thomas



**OUTCOME(S):**

Students are engaged with the technology and the choice of topic that is of interest to them. Students will proudly present podcasts they have created, demonstrating growth in researching, writing, and speaking. As students share their successes, they will learn from each other and demonstrate leadership skills as they show others how to use podcasting technology. The recordings can be played again and again because they reside in the cloud, on the school website, on Canvas, or one of the free podcast apps for example Apple, Google, Spotify, or Audible.



## TUNE IN TO JOY: A PODCASTING DISCOVERY

**QUOTE:**

“If you are working on something that you really care about, you don’t have to be pushed. The vision pulls you.” - Steve Jobs

**THE PROJECT AND THE VIRTUAL PROJECT:**

The research, writing, and podcast project can easily be presented virtually. It can be done in person, shown virtually on Teams or Zoom, or recorded and played on demand. A slide deck or movie will ensure all participants get an up-close view that can be played again as needed. Learners can hear the podcasts using virtual technology, or face to face. Students will research their topic, write the script and record the podcast. Students will read novels in their choice of genre and podcast a review on the book. Students read the FTR (Florida Teens Read) books, and the podcasting component is an exciting outcome of their reading. The disseminator is passionate about teaching and sharing these activities with teachers and students.

**THE STUDENTS:**

The students will be trained in the process of choosing a topic, researching the topic, writing about it in their own words, and recording engaging podcasts. Learning activities will give them practice in the skills needed to write and produce a podcast. They will get hands-on training in a makerspace atmosphere, and then they will help other students and teachers learn how to podcast too. The Florida DOE FINDS Research Process Model will be used to guide students through researching the topics using reliable accurate and up-to-date databases and websites.

**THE DISSEMINATOR:**

Diana Haneski, an NBCT, is the library media specialist at Marjory Stoneman Douglas High School, where she guides students and teachers in finding resources they need for research, in using apps and technology, and in finding books they want to read. She has presented at the Broward Education Foundation Impact Expo for the past four years. Along with her MSD therapy dog River, a Mini Bernedoodle, she presents virtually at conferences statewide and beyond to share information on helping students reduce anxiety based on her BEF packet, “Settle Your Glitter: Mindfulness in the Media Center.” She’s been a Broward Schools teacher for 24 years.

**MATERIALS AND FACILITIES:**

- Microphone
- Audio mixer
- Headphones
- computer, iPad
- Audacity software
- Books and materials unique to the topic students choose to podcast

**RESOURCES:**

<https://wakelet.com/i/invite?code=dnaphup5>

The resources below and more are all available on the Wakelet above:

- <https://www.amazon.com/>
- <https://www.barnesandnoble.com/>
- <https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students>
- <https://www.thepodcasthost.com/listening/what-is-a-podcast/>



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Principal: Ms. Michelle Kefford







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



**OUTCOME(S):**

This project addresses reading, writing, listening, speaking, and lively, meaningful class discussions. It encourages sharing one's experience and empowers students to think more deeply about a character's experience, motivation, challenges, hopes, and dreams. The lessons teach students to value themselves, their experiences, and their community. It promotes understanding of others. It also helps students become better readers because reading should change them. It's as much about what the author intended as it is about what the reader brings to it. The activities are authentic and meaningful to children. It gives them a voice. This experience is very different from the multiple-choice assessment of standardized testing, because students must use their words.



## CONNECTING TO CHARACTERS: BOOKS AS MIRRORS AND WINDOWS

**QUOTE:**

"The goal is for students to connect deeply with characters: to read books in which they can either find themselves and their community reflected and valued, or that can be a window to others' experiences."

The goal is for students to connect deeply with characters: to read books in which they can either find themselves and their community reflected and valued, or that can be a window to others' experiences.

**THE PROJECT AND THE VIRTUAL PROJECT:**

The project is a series of lessons and activities designed around quality picture books. These activities emphasize connecting to characters and developing empathy and understanding. This can be done in person or virtually. Examples include reading books like *Fry Bread* and discussing family traditions related to cooking, or reading *Your Name is a Song* and discussing the power and significance of a person's name and their identity. Students share experiences, write poems, make art, and learn about themselves and each other.

**THE STUDENTS:**

This project will be implemented with students grade K-5. At Ramblewood, there are 41 students in pre-kindergarten, 109 in kindergarten, 122 in first grade, 129 in second grade, 118 in third grade, 133 in fourth grade, and 145 in fifth grade. The demographics consist of 446 Caucasian students, 271 African American students, 283 Hispanic students, 3 Native American students, 25 Asian students, and 51 students from multi-racial descent. Of the 797 students enrolled, 131 of them are ESOL students. 531 of students are on free and reduced lunch.

**THE DISSEMINATOR:**

Ms. Gentile is a literacy coach at Ramblewood Elementary with a passion for promoting a lifelong love of reading! She started presenting at the Innovative Teacher IDEA EXPO by partnering up with Dr. Whiting and promoting a way to connect with parents through monthly Coffee and Comprehension meetings. Luciana developed and shared a social studies unit titled "Colonial Life." Last year, she virtually introduced the project "Mentors and Memoirs." She has also attended various workshops at the Innovative Teacher IDEA EXPO that have inspired her and helped her engage students in a creative way!

**MATERIALS AND FACILITIES:**

The materials needed include quality books and craft/art supplies. The facilities can be a classroom or a computer for virtual projects.

**RESOURCES:**

Resources are creative and thoughtful lesson plans specific to each book that encourage connections, reflection, and empathy.

Sponsored by:

The State of Florida Matching Grants Program

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Principal: Ms. Dacyany Ibarrodo





**OUTCOME(S):**

Students participating in this project will improve organization, track and share accomplishments with peers, and monitor progress toward achieving a goal. Students will also learn of the benefits of using a planner as a creative outlet.



## PLANNERS UNITE!

**QUOTE:**

“Life feels more organized when using a planner to keep track of events.” -*Natalia R., 11th grade student*

**THE PROJECT AND THE VIRTUAL PROJECT:**

“Planners Unite!” provides students with the opportunity to be part of a planning community on campus. Students can meet before school, during lunch, or during their study hall to use planner resources in the library that can assist them in tracking their goals, assignments, and extracurricular activities. Planners can also be used as a creative outlet: students participating in “doodle-a-day” challenges can create a daily doodle that corresponds to a given prompt. Other creative outlets include gratitude tracking, 30-day student wellness challenges, 30-day self-care challenges, and random acts of kindness challenges. Updates from the master activity calendar will be available to assist students in adding important events and reminders to their planners. Students participating in this project will improve organization, track and share accomplishments with peers, and monitor progress toward achieving a goal.

**THE VIRTUAL PROJECT:**

Students can participate virtually through the Teams platform during their lunch and at monthly afterschool meetings. Online calendars provided by Google Calendar and Microsoft can be shared with participants. Planner apps such as Todoist, Microsoft To Do, and Calendly are available to assist in tracking assignments and extracurricular activities. Students will receive updates from the master activity calendar to help them track important events and reminders. Students and teachers use Flipgrid to share short videos about their planning habits and special events they are planning for.

**THE STUDENTS:**

Elementary school students will benefit from mini planner lessons that help them learn how to use a school planner and to state their goals in a positive format. Teachers can set aside time to assist students in writing friendly and realistic goals that are age appropriate.

Students in middle and high school will learn to use their planners to maximize organization. The use of planners increases the students’ accountability to commitments planned by providing them with a structure that contributes to their success.

**THE DISSEMINATOR:**

Jennell Lozin is the library media educator at Charles W. Flanagan High School. Mrs. Lozin is in her 26th year of teaching in Broward County schools. She received her Bachelor of Arts in elementary education from Florida Atlantic University and her Master of Science in reading from Florida International University. She is a former Innovative Teacher Idea disseminator and Adapter Grant recipient.

**MATERIALS AND FACILITIES:**

- Planners (agendas)
- Ellison press
- Master event calendar
- Pens/pencils
- Markers
- Stickers
- Rulers
- Glue sticks
- Goal tracking stickers
- Student Challenge pages

**RESOURCES:**

Students will be able to access the makerspace area in the media center for planner supplies.

Sponsored by:



**Bright Star**  
CREDIT UNIÓN

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Principal: Ms. Paula Nicole Peters





**OUTCOME(S):**

- The students will pass the ServSafe certification.
- Students will take and pass the ProStart exams 1 and 2 and the ACF exams with practicals.



## CAFÉ JALEBI – CULINARY ARTS: A MODEL FOR INNOVATION IN BUSINESS

**QUOTE:**

“Food is everything we are. It’s an extension of nationalist feeling, ethnic feeling, your personal history.” – Anthony Bourdain

**THE PROJECT AND THE VIRTUAL PROJECT:**

Café Jalebi is a student run enterprise, under the ProStart curriculum.

ProStart is a career and technical education program that unites the foodservice industry and the classroom to teach high school students; culinary skills and restaurant management principle, as well as employability skills such as communication, teamwork, professionalism and time management. It is a nationwide, two-year program that develops the best and brightest talent into tomorrow’s industry innovative leaders. This program also offers SERV Safe certification, which is a food and beverage safety training and certificate program administered by the U.S. National Restaurant Association. The program is accredited by ANSI and the Conference for Food Protection.

If we do not bring any new perspective to our innovation efforts, we have a difficult time bringing new ideas to life. Its conception came about for the need for students to achieve valid industry experience combined with the knowledge of the fundamentals of business and money management, while having fun discovering the world through food.

**THE STUDENTS:**

Middle school math, science, and health teachers can adapt this model to start the basic understanding of safety in the kitchen as well as food safety, basic knowledge of culinary tools, and math-unit measurements (pounds, ounces, grams, and milliliters) – all of which are used in the culinary industry and in everyday food preparation.

Elementary teachers at all grade levels can build modules for math, science, social studies, and reading; for example, an edible cookie dough module could be used to talk about food safety and safety around the students’ environment; for counting and measuring food items; and the materials can be tied into all areas of the elementary curriculum. In learning about the proper use of tools, perhaps, students can draw the tools. The concept of measurements can be introduced with common household items like cups and tablespoons.

**THE DISSEMINATOR:**

Chef Aruna S. Lien has been teaching Culinary Arts for 8 years. She holds a bachelor’s in culinary arts and Food Service Management from Johnson and Wales University. Chef Lien is a Certified SERV Safe Instructor and Registered SERV Safe Examination Proctor. Chef Lien holds the ProStart Certified Secondary Foodservice Educator Certificate. She has been a Food and Nutrition Manager for 9 years before becoming a Culinary Arts Instructor. Her heart belongs to Colts Culinary and the Coral Springs Community.

**MATERIALS AND FACILITIES:**

The principles of this project can be taught to students at home, using the students’ own equipment, but school will be back to some sense of ‘normal’ in the new school year, so students will have opportunities to work and experience the equipment live in class. The materials will be posted on Canvas for all students in Culinary 2, 3 and 4.

**RESOURCES:**

- ProStart materials
- *Foundations of Restaurant Management*, 2nd Edition – Levels 1 and 2 ACF materials
- ServSafe and Safe Staff training materials

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WEST FLORIDA**

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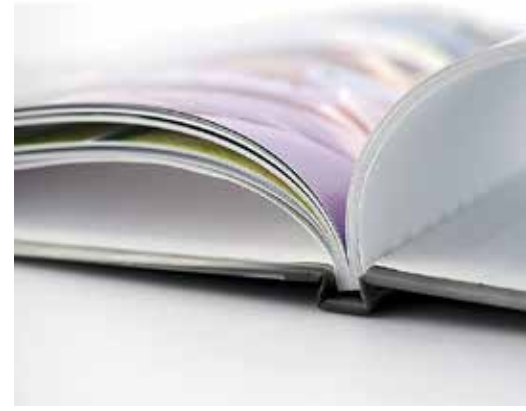
Principal: Ms. Vivann Suarez





**OUTCOME(S):**

Students will be able to express their opinions about social issues that are focused on in DiCamillo’s stories. They will learn to love reading and the benefits of enjoying what they read. The results of this project will be reflected in higher reading scores.



## THE JOURNEY BEGINS WITH TURNING THE PAGE

**QUOTE:**

“The journey of a lifetime starts with the turning of a page.” - *Rachel Anders*

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” (Dr. Seuss, *I Can Read With My Eyes Shut!*)

**THE PROJECT AND THE VIRTUAL PROJECT:**

Every year teachers struggle to get their students to read. But what if they could teach them how to love the journey? How rewarding it would be for students, parents and educators! Why novel studies are beneficial to readers:

- Builds community in the classroom
- Engaging characters and plots keep students interested in reading
- Develops vocabulary and decoding skills
- Helps build stamina
- Improves fluency
- Improves comprehension
- Builds background and world exposure
- Authentic vocabulary building
- Communication and dialogue skills
- Development of social skills
- Engagement and excitement for learning

**THE STUDENTS:**

By allowing students to dive deep into each novel they will explore geography, science, SEL, and literature. The cross-curricular benefits of this project will help students become more aware of how books not only entertain but also teach. Reading is the road to success in the future; let them take the journey.

Twenty-four 3rd grade students, 51% of whom are low income (on reduced or free lunch):

- 30% Hispanic (7)
- 42% Black (10)
- 8% White (2)
- 20% Asian (5)

**THE DISSEMINATOR:**

Gisela Naranjo is a product of the Broward County Schools system and has been an elementary teacher for 12 amazing years. For the last six years she has had the joy of being part of the City of Pembroke Pines Charter School system. Gisela is the 3rd grade gifted/high achiever teacher at City of Pembroke Pines Charter Elementary East Campus. She is the STEAM Club chair, Drama Club chair, and the Multicultural Committee chair. Her students have inspired her each year to reach for new and innovative ways to teach them. By integrating STEAM curriculum, novel studies and hands-on teaching, she has grown as a teacher.

**MATERIALS:**

- Crayons/colored pencils
- Internet access
- Novels
- Storyboard app

**RESOURCES:**

- Internet
- i-Ready diagnostic

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### MORE INFORMATION:

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Principal: Ms. Channale Augustin





**OUTCOME(S):**

- Students will acquire skills necessary to successfully complete projects and host events on campus.
- Student participation and leadership in classroom activities will increase.
- Students will increase scores on tests which require them to follow step-by-step instructions.
- Student Spanish and English skills will increase and include students fluent in English and Spanish.



## THERE'S NO PLACE LIKE SCHOOL! (THE BATTLE AGAINST SOCIAL MEDIOCRITY)

**QUOTE:**

“There’s no place like school.. Translated: “No hay lugar como la escuela.”

**THE PROJECT AND THE VIRTUAL PROJECT:**

All lessons will include bilingual Spanish/English immersion tools. Students will meet in person to work on projects which result in social activities upon completion. The projects will intentionally be conducted without access to smartphones and other devices designed for social media. Projects will use technology such as cooking tools, sewing tools, photography equipment, music, gardening, caring for animals, and computers (for printing or word processing).

- Ice Cream Social – Learn to make ice cream and create formal invitations; celebrate with an ice cream social.
- Costumes – Learn to make a costume for a school event; celebrate by wearing the costume to school on the day of the event.
- Hatch a baby chick – Learn about the life cycle of chickens; celebrate by introducing the chicks to the school before sending them off to the farm.
- Gardening – Learn to plant and care for plants; share the harvest with the school community.
- Plein Air – Enjoy painting outdoors like the plein air masters; celebrate by hosting an art show at school.

**THE STUDENTS:**

Students will learn how to do each project, with explicit instruction on social skill and etiquette in Spanish and English.

**THE DISSEMINATORS:**

Jessica Cusano & Kathryn Tarquinio

**MATERIALS AND FACILITIES:**

Somerset Parkland Academy

**RESOURCES:**

<https://www.artistsnetwork.com/art-subjects/plein-air/plein-air-art/>

*The Wizard of Oz*



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**MORE INFORMATION:**

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Principal: Mr. Geyler Castro





**OUTCOME(S):**

Students will be motivated to complete assignments, to want to learn new things, and to attend school. The classroom atmosphere will change.



## POWER UP YOUR CLASSROOM

**QUOTE:**

“If you get stuck, draw with a different pen. Change your tools, it may free your thinking.” - Paul Arden

**THE PROJECT AND THE VIRTUAL PROJECT:**

Teachers will understand the concept of gamification using intrinsic and extrinsic rewards. Playing games is the first method children use to explore and learn. These thinking skills are associated with creating, evaluating, analyzing, and applying new knowledge. Students learn that making mistakes is part of the process of learning, and that it’s okay to keep trying. Gamification in the classroom creates an atmosphere of self-exploration and collaboration with peers. The teacher creates challenges, quests, and battles for groups or individuals. Students are awarded badges, points, and privileges. Leader boards are posted for students to see the leaders of challenges, quests, and battles. This method can be applied both within the brick-and-mortar school setting or virtually.

**THE STUDENTS:**

All Grades.

**THE DISSEMINATOR:**

Ms. Taylor started her education career by teaching biology at Marjory Stoneman Douglas High School. She then received a degree in educational media from Nova Southeastern University. At that point, she opened the Flannagan High School 9th Grade Annex Media Center in Pembroke Pines. She was lucky enough to stay home and raise two boys for nine years. After that, she obtained a position as the media specialist and later, an assistant principal, at St. Gregory the Great Catholic School for 12 years. She returned to Broward County Public Schools in 2018 at Lyons Creek Middle School, and then moved to Seminole Middle to be closer to home. In 2020 she was Seminole Middle School’s Teacher of the Year and was awarded the 2020 Hispanic Heritage Month Excellence in Education Award from Governor DeSantis’s office. The Seminole Middle media center has been named as a 2021 Florida Power Library. Her goal for the media center is to create an atmosphere of personalized learning in a space where students go as an extension of their classrooms. Students can execute hands-on work that is personalized to each individual or group. She has created a STEAM makerspace with interactive technology tools in the media center, where over 200 students utilize the library daily. The purpose is to provide students and teachers with tools that will allow them to increase to a higher level with the technology, while the same time instilling the love of reading.

**MATERIALS AND FACILITIES:**


- Computers
- Leaderboard displays
- Prizes

**RESOURCES:**

Websites: [Classcraft.com](http://Classcraft.com), Badger, Canvas, Accessible, and Canva.



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**MORE INFORMATION:**

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Principal: Ms. Kathryn Mary Marlow





**OUTCOME(S):**

There are several positive outcomes of this program. By the end of the year, students will have learned about a variety of career fields. Additionally, they will have created a research-based presentation on a chosen career and presented it to their teacher and peers. This program involves administrators, parents, local community members, and remote participants – all of whom benefit from this program.



## BE OUR GUEST

**QUOTE:**

“The future belongs to those who believe in the beauty of their dreams.” - *Eleanor Roosevelt*

**THE PROJECT AND THE VIRTUAL PROJECT:**

This project revolves around guest speaking and career exploration. Some students already have aspirations for what they hope to be when they get older, while others may not have thought about it before. By providing authentic opportunities for guests to come into the classroom (both the physical classroom and/or virtually) and share their experiences, all students will benefit. The goal is for students to be exposed to multiple career fields and paths throughout the school year and then use these experiences to engage in their own research project to share with the class. This project can certainly be implemented virtually as well. Guests from far and wide can join a Teams meeting to present and answer student questions. Students will be able to meet a variety of role models and learn about various careers. By creating and sharing their digital projects at the end of the year, students will develop graphic design and presentation skills. Lastly, students will foster letter-writing and SEL skills by writing thank-you notes to each speaker throughout the year. If allowed, administrators and parents are invited to attend guest speaking events.

**THE STUDENTS:**

For the previous four years, this program has been implemented with 23-24 gifted/high-achieving fourth grade students. It will be implemented during this school year with 22 students of similar populations.

**THE DISSEMINATOR:**

Ali Unger-Fink has been teaching fourth grade at Hawkes Bluff Elementary since 2017. Outside of the classroom, Ms. Unger-Fink enjoys coaching the school robotics team, serving as the Equity Liaison, and presenting grant ideas. She finds inspiration in incorporating music, movement, creativity, and authentic learning experiences for her students.

**MATERIALS AND FACILITIES:**

- Letters
- Envelopes
- Pens
- Stamps
- Thank-you gifts
- Teams video conferencing application
- Laptop
- Projector
- Canva account
- StoryJumper account
- PowerPoint account
- Office 365 Account
- Light snacks/refreshments

**RESOURCES:**

- Canva
- StoryJumper
- PowerPoint
- Office 365



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# WELLS FARGO

**MORE INFORMATION:****ALLISON UNGER-FINK**

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Principal: Ms. Melinda Suzanne Cunningham





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**OUTCOME(S):**

Children will learn that learning to garden can help sustain them throughout their lives. It is a way to feed their bellies and their souls. Through this project they will develop a love of gardening. Though most people are familiar with the saying “Give a man a fish and he eats for a day; teach a man to fish and he eats for a lifetime,” the disseminator believes that teaching children to garden will feed them for a lifetime – and not only with fruits or vegetables.



## DELICIOUS GARDENING

**QUOTE:**

“The love of gardening is a seed once sown that never dies.” - Gertrude Jekyll

**THE PROJECT AND THE VIRTUAL PROJECT:**

“Delicious Gardening” began as a class project to help kindergarten students understand the life cycle of plants. Some students thought that the vegetables they ate came from the grocery store. They had not seen fruits or vegetables grow from the ground. They learned the parts of each plant and the function of each as well. They also explored the benefits of certain plants, such as aloe, and investigated the properties. The students wanted to plant seeds that would grow into food, so vegetable plants were started in the classroom and then transplanted outside in garden beds. At the same time, afterschool clubs run by volunteer teachers were started. The disseminator co-sponsored that club that was geared towards second-, third-, fourth-, and fifth grade students.

Additionally, each classroom received a cup of caterpillars each year, yet had no garden in which the butterflies that emerged could eat from. The children wanted to plant flowers so that the butterflies could drink the nectar and have a place to lay more eggs. Thus, delicious gardening refers not only to food for people, but for butterflies as well.

**THE STUDENTS:**

The Title 1 school in the project has approximately 500 students. Two separate small groups of students were directly involved in “Delicious Gardening”: the first group was a kindergarten class of 18 students; the second group was the afterschool garden club of 16 second- through fifth grade students.

**THE DISSEMINATOR:**

Dr. Denise Soufrine has been a teacher in Broward County for over 33 years. She began as a classroom teacher, and then earned her master’s degree in library science at Florida State University. She became a National Board Certified Teacher and was a library media specialist for 18 years. During that time, she also earned her doctorate degree in curriculum. She chose to return to the classroom and has spent the last several years in the early childhood grades. She has been a grant disseminator for two other projects: “The Titan Reading Café” at Nova High School, and “One Love” at Pembroke Pines Elementary School. She loves gardening and sharing that passion with others.

**MATERIALS AND FACILITIES:**

Materials needed are children’s garden gloves, soil, seeds, seedlings, small pots, extra-long hoses with nozzles, and two additional garden beds. Land is available at the school site, but there are not many water spigots nearby.

**RESOURCES:**

“Gardening for Grades” is the curriculum guide that drives this project. This comprehensive guide for Florida teachers is full of ideas for teachers that will help them plan, fund, create and learn about school gardens. It was created by Florida Agriculture in the Classroom and is supported by many other organizations.

The University of Florida Institute of Food and Agricultural Sciences (IFAS) provided free online courses during the pandemic. These webinars are available online and provide a wealth of information. The UF IFAS also has a local office, and it is hoped that a partnership can be created for additional assistance at the school.



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**MORE INFORMATION:**

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Principal: Ms. Natasha Bell







### OUTCOME(S):

The student teachers took ownership and accountability for their projects. They became fully engaged and more confident with each presentation. The project built upon teamwork, collaboration, public speaking skills, computer skills, and confidence building, while developing real world skills to prepare these students for high school, post-secondary education, and the career ready skills. The student teachers, in turn, paid it forward by teaching their younger peers the definition of empathy and understanding. The impact was far greater than even imagined.



## TEACHING STUDENTS TO EMBRACE DIVERSITY

### QUOTE:

“Tolerance is the seed, and the gift of pure acceptance is the tree.” - *India.Arie*

“Everything we do, even the slightest thing we do, can have a ripple effect and repercussions that emanate. If you throw a pebble into the water on one side of the ocean, it can create a tidal wave on the other side.” (Victor Webster)

### THE PROJECT AND THE VIRTUAL PROJECT:

The project was presented live. However, while the students were working on their respective projects, the groups were placed in breakout rooms on Microsoft Teams to accommodate virtual students and speakers who wanted to social distance during the height of the pandemic. The teacher had full access to each group and could both see and chat in the conversations to ensure the engagement and participation of all students.

### THE STUDENTS:

Teaching Students to Embrace Diversity is a standards-based project which can be adapted to meet any group or range of subject areas including ELA, social studies, technology, art, dance, or public speaking. This is a student-led project. The students synthesized a 10-minute presentation to teach younger peers empathy. The students also created a pre- and post-test for the younger students to fill out to demonstrate a learning curve. This project was implemented on 8th graders, both average and high-achieving students, and presented to 3rd and 4th graders. However, it can be adapted to any grade level from 4th through 12th, including students with special needs and presented to children as young as Pre-K-3.

### THE DISSEMINATOR:

Vicki Ahern is an 8th Grade critical thinking skills/ English language arts teacher at Hollywood Academy of Arts and Science. Vicki originally began her career 20 years ago working as a special needs advocate. She is a federally certified special education mediator and contracted with the FDOE BEES program for over 10 years. In 2015, Vicki was appointed by former Governor Rick Scott to serve on the Florida Independent Living Council’s Board of Directors, the National White House Subcommittee for Civil Rights and Education, and as a liaison to Florida Alliance for Assistive Services and Technology (FAAST) from 2012-2015. In 2020 Vicki received her master’s degree in dispute resolution and is currently a doctoral student pursuing her PhD in educational law and educational leadership.

### MATERIALS AND FACILITIES:

1. iPad, Kindle Fire, or other tablet capable of creating a PowerPoint presentation to present to students
2. Happy Kids plush puppets (empathy puppets)
3. Video recorder
4. USB storage key
5. EcoTank 3760 color printer – to print out pre- and post-tests; to have students print characters (Daniel Tiger, Mr. Rogers); make banners; and create 3D puppets

### RESOURCES:

Digital resources:

<https://misterrogers.org/videos/wont-you-be-my-neighbor/>

<https://www.misterrogers.org/video-playlist/mister-rogers-songs/>

<https://misterrogers.org/videos/sharing-a-swimming-pool/>

[https://www.youtube.com/watch?v=9\\_1Rt1R4xbM](https://www.youtube.com/watch?v=9_1Rt1R4xbM)


<https://www.youtube.com/watch?v=ltP21tly8nM>

### STANDARDS – RESOURCES AND PRINTED MATERIAL:

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<https://www.common sense.org/education/digital-citizenship>

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**MORE INFORMATION:**

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Principal: Ms. Johna Giordano





**OUTCOME(S):**

It was a fantastic experience having students visualize how to help the Earth, and not just because Earth Day is coming up. The buttons represent a concrete desire to make a difference. Plus, when others see the buttons, it can spark conversations, spreading the word about making a difference for our planet.



## BUTTON IT UP!

**QUOTE:**

“Creativity is intelligence having fun.” - *Albert Einstein*

**THE PROJECT AND THE VIRTUAL PROJECT:**

The project capitalizes on the popularity of tiny buttons and personal expression. It will demonstrate how designing and producing buttons can enhance students’ understanding of an area of study. The buttons can also be a way for students to create larger design projects with the tiny button being a symbol related to the project. The designs created can be hand drawn, created digitally, or some combination of the two. The ability for student expression is valuable and will anchor the concepts learned in their work. This teaches students how important visual images are. The Nike swoosh is embedded in brains from years of branding. What makes that a lasting symbol, and how can students create their own? It’s one thing to have a poster or pamphlet to create and turn it in for a grade. It’s another to have an almost permanent reminder of a particular lesson that’s worn on a lanyard with a student’s ID.

Virtually, the students participated in every aspect of the project except for putting their own hands on the machine. During each class, the students on campus were able to use their laptops and position them so the students at home could see the cutting process and the more extensive button making process. The classroom teacher used her desktop projector and desktop camera to show the students the various buttons after they were produced. Buttons were saved for those virtual students who can pick up their button when they return to school for testing.

**THE STUDENTS:**

This project was completed by 9th graders enrolled in debate class.

**THE DISSEMINATOR:**

Cathy Castelli is a library media specialist at Atlantic Technical College and High School. She is a National Board Certified Teacher (NBCT), a Florida Power Library (FPL) recipient and sits on the Broward County Association of Media Specialists (BCAMS) board. She is also a member of the Society of Children’s Book Writers and Illustrators (SCBWI), working toward traditional publication in the field of children’s literature. She has been a teacher for the past 37 years.

**MATERIALS AND FACILITIES:**

- Tecre button maker 1.25
- Tecre 1.25 button punch
- Button supplies: shell, mylar top, pin backs
- Scissors
- Button design

**RESOURCES:**

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



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### MORE INFORMATION:

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Principal: Mr. Robert Crawford







**OUTCOME(S):**

SEL programs are proven to be one of the most successful interventions that districts and schools can implement in terms of promoting positive development and academic achievement in K-12 student populations.



# GEMS: GOALS, EMOTIONS AND MINDSETS FOR SUCCESS

**QUOTE:**

"Because it can be something that is brand-new, or overwhelming, or even frustrating, having that growth mindset is an excellent pre-requisite to starting social and emotional learning." - *Katie Ahsell*

**THE PROJECT AND THE VIRTUAL PROJECT:**

Growth Mindset Practices develops crucial skills such as responsible risk-taking, metacognition, thinking flexibly and persistence.

SEL Moments encourage teachers to incorporate social and emotional learning into their daily or weekly routines, with mini-activities that can be a part of any lesson.

**LESSONS AND RESOURCES:**

Lessons and resources will address classroom needs without adding to a teacher's workload. One resource is Nearpod. They have developed lessons to be flexible and easily integrated into existing teacher routines and school schedules.

Teachers can use SEL instructional practices such as mindfulness – the ability to focus one's mind and thoughts on events in the present – and "peace corners" in their classrooms with cushioned chairs, books and small bubbly fountains where anxious students learn to process their emotions.

Sample activities include Quote of the Day, Poems from Various Perspectives and sharing Helpful not Harmful words. Several types of resources and materials and how to use them will be presented.

**THE STUDENTS:**

The project has been implemented with twenty third grade gifted/high achiever in a hybrid model. It can easily be adapted for any grade level K-12 as well as the Arts, PE, Special Education and ELL (English Language Learners).

**THE DISSEMINATOR:**

Tara Dukauskas has written and been awarded several grants as well as been a Grant Disseminator for the past 20 years. Tara has taught all grades K-5. She is Nationally Board certified and has a Master's Degree. Tara loves creating and sharing ideas that help all students succeed.

**MATERIALS AND FACILITIES:**

Materials can easily be made or purchased and can be implemented in any facility.

**RESOURCES:**

Resources include websites, book lists, materials and how to use them, lesson and activity ideas and other helpful tips and guides.



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**MORE INFORMATION:**

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Principal: Ms. Catrice Dotson Duhart







**OUTCOME(S):**

The anticipated outcome includes vocabulary enrichment and positive student morale.



## CHALK IT OUT

**QUOTE:**

“When in doubt, chalk it out.” - *Stuart Kalver*

**THE PROJECT AND THE VIRTUAL PROJECT:**

Virtually, the project could be completed in Paint, Nearpod, or via pictures of hand drawn artifacts. In Nearpod, a teacher would create a lesson, add an activity, create the “Draw It” activity, upload a background where they type “Sidewalk Square,” and save the assignment.

The in-person project is completed in class on paper, and then is taken to the sidewalk, so students can take their rough copy and “take it to the street/sidewalk.” If the school does not have a sidewalk, the project is something that can be done on giant sticky notes, dry-erase boards, and other mediums that are able to double for scholastic/artistic purposes.

**THE STUDENTS:**

ESE/ESOL groups/pairs  
Classes of 25-30 (150 students+)

**THE DISSEMINATOR:**

Stuart Kalver has been a teacher for Broward County since October of 2017. Originally from Broward County, he comes with a background in English education and performance from UCF in Orlando.

**MATERIALS AND FACILITIES:**

When e-learning or in person, students may need a safe outside area and chalk, or journals, pencils, pens, styli, and possibly a laptop, to meet the needs of the project. This assignment is flexible for any learning atmosphere.

**RESOURCES:**

Resources include rubrics, maps, and directions as part of a lesson plan activity.



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### MORE INFORMATION

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Principal: Ms. Kathryn Marlow





**OUTCOME(S):**

A relaxation space on campus offered students opportunities to find a space to rejuvenate during a free period or lunch break. Comfortable seating, soft lighting, plants, privacy screens, and a variety of stress-reducing puzzles and self-help materials helped students to unplug, restore, and reflect during the school day. Promoting a mindset of success and well-being gave students an increased awareness and concentration throughout the school day.

The space benefited the school’s exceptional students and students working with counselors by providing a safe space to reduce stress and calm behaviors. Students experienced the arts – music, written/spoken

word, works of art, and live performances – throughout the school year.

The program supported the school-wide and district initiatives of Mindfulness and Social Emotional Learning.

This innovative project created a place for all students to increase mindfulness, interact, relax and have access to materials to build upon social emotional skills and critical thinking for years to come.

## RELAXATION SPACES

**QUOTE:**

“Your calm mind is the ultimate weapon against your challenges. So relax.” - *Bryant McGill*

**THE PROJECT AND THE VIRTUAL PROJECT:**

The relaxation spaces offer a variety of comfortable seating options for students to take a break, reflect, study, play a board game, solve a puzzle or just read. Seating is arranged to allow for separation, using low bookshelves with silk plants, bamboo, grass dividers and some plexiglass shields. These movable dividers provide social distancing options to keep students safe from infection, as well as adding a degree of privacy. The primary motivation for this program is to respect student choice during free periods, promote healthy choices, provide stress-reducing activities, and provide relaxing areas for teens to recharge and increase academic focus during the school day. Each shelf space houses a variety of puzzles, origami, color cubes, peg solitaire (Cracker Barrel triangle game), and print materials on mindfulness, yoga, health and fitness, meditation, positive affirmations, national parks, and scenic places in the world. Stimulating and soothing lighting like lava, bubble or reading lamps decorate the tops of the low shelving, giving each space a feeling of a tranquil retreat. The relaxation stations serve the entire school community and benefit the school’s exceptional students, acting as sensory spaces and calm-down areas where teachers and counselors can work with small groups of students. Research shows sensory items, fidget toys, and stress-relieving toys and puzzles help people with attention-deficit hyperactivity disorder (ADHA), anxiety and spectrums of autism by providing

a calming effect, allowing them to relax and focus. This innovative project creates a place for all students to increase mindfulness, interact, relax, and have access to materials to build upon social emotional skills and critical thinking for years to come.

**THE STUDENTS:**

This project was completed with 9th, 10th, 11th, and 12th grade students.

**THE DISSEMINATOR:**

Dona Maggio, M.S. Ed. is a National Board Certified Teacher and Media Specialist

**MATERIALS AND FACILITIES:**

Flexible inexpensive seating, bean bags, foam squares, white boards, baskets, small bookshelves, stress-reducing toys and games, books on mindfulness, silk plants, plexiglass dividers, plastic crates, and picture frames for art. There are many low-cost options.

**RESOURCES:**

- Print materials on mindfulness, yoga, health and fitness, mediation, positive affirmations, national parks, and scenic places in the world
- The school’s art classes’ donations of art for the walls



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### MORE INFORMATION:

**DONA MAGGIO**

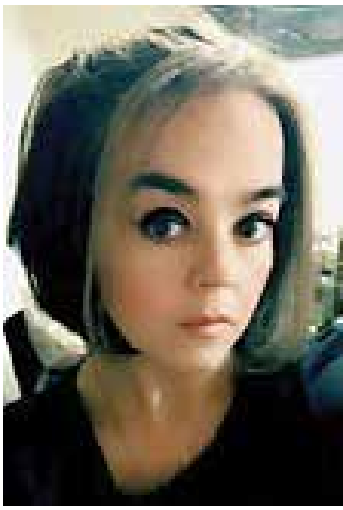
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Principal: Ms. Vivian Lezcano Suarez





**OUTCOME(S):**

Ukuleles are educational! Many skills are developed that are essential not only for creating music, but in learning other subjects while building character, and responsibility, too. The goal is for students to understand tuning, strumming/rhythm, accompaniment, melody, singing, hand coordination, sight-reading, and many other skills while learning the ukulele.



## UKE CAN DO IT!!!!

**QUOTE:**

“Students can play music on the ukulele quickly and easily- they’ll become instantly hooked!”

**THE PROJECT AND THE VIRTUAL PROJECT:**

The process of learning to play the ukulele teaches students patience and perseverance...and that daily effort is essential! It builds confidence through performance. Learning to play the ukulele is an excellent way for students to learn, grow, develop and have fun as they create as well as correlate and connect music with multiple disciplines. Students learn parts of the ukulele, playing position, notes of the strings and how to strum in the history of the ukulele unit. Students learn the C chord, first songs “Row Your Boat” and “Three Little Birds” in the Why the Ukulele unit. They learn the F chord, *Ukulaliens*, songs like “Rain, Rain Go Away” and “Wheels on the Bus” in the How to Tune the Ukulele unit and much more!

**While learning to play the ukulele students are also introduced to other supplemental programs and applications including Yousician, Ukulele Companion, iUke and Quaver.**

- Unit 1: History of the Ukulele and Ukulele 101- Parts of the Ukulele, Playing Position, Notes of the Strings, How to Strum
- Unit 2: Why the Ukulele- C Chord, Our First Songs-“Row, Row, Row Your Boat” and “Three Little Birds”
- Unit 3: How to Tune the Ukulele- F Chord, Introduce *Ukulaliens*, Songs- “Rain, Rain, Go Away” and “Wheels on the Bus”

- Unit 4: Other String Instruments- The G7 Chord, Songs- “You Are My Sunshine,” “Lava,” “Mary Had a Little Lamb,” and “Old MacDonald”
- Unit 5: How Would You Use a Pick- D Chord, Songs- “I’m a Believer,” “Itsy Bitsy Spider,” “Hot Cross Buns,” “Head, Shoulders, Knees, and Toes,” and “Twinkle, Twinkle Little Star.”
- Unit 6: How To Read Tabs; A minor Chord, Ukulien Review, Difference Between Major and minor chords; Songs- “Somewhere Over the Rainbow,” “Stay With Me,”

**THE STUDENTS:**

Uke Can Do It!!!! is geared towards intermediate students (Grades 3-5).

**THE DISSEMINATOR:**

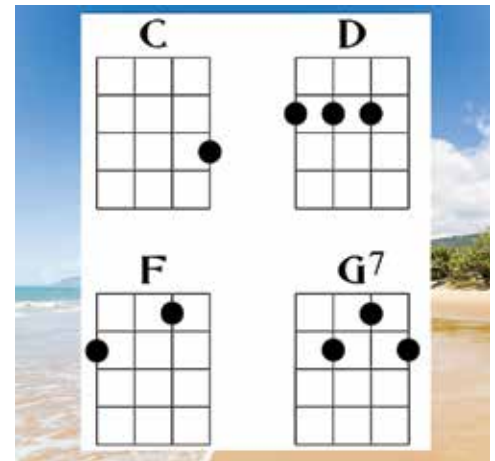
Ms. Jessica Gronberg, Music Teacher, Hawkes Bluff Elementary

**MATERIALS AND FACILITIES:**

- Classroom set of Ukuleles
- Ukulele Strings Accessories Kit (Strings, Capo, Picks, Tuner)
- Method Books-Rainbow Ukulele, Uke for Kids and Essential Elements

**RESOURCES:**

Resources include, but are not limited to, online videos and tutorials, shared lessons/ best practices by other professionals, and other digital and printed resources or method books.



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**MORE INFORMATION:**

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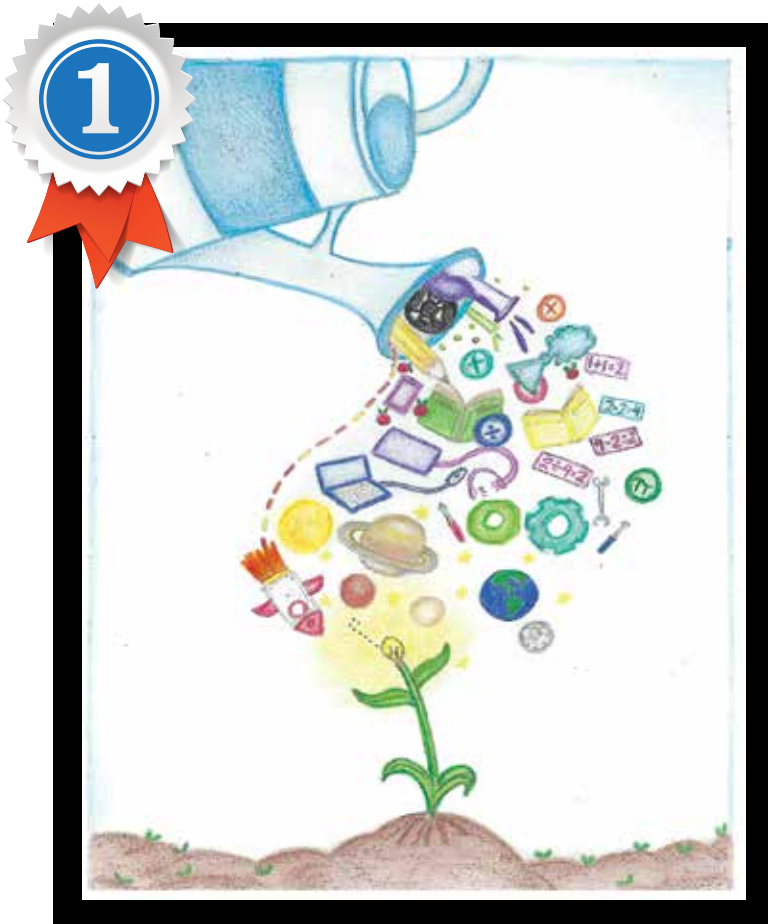
musicteacherhere@aol.com

Principal: Ms. Melinda Cunningham

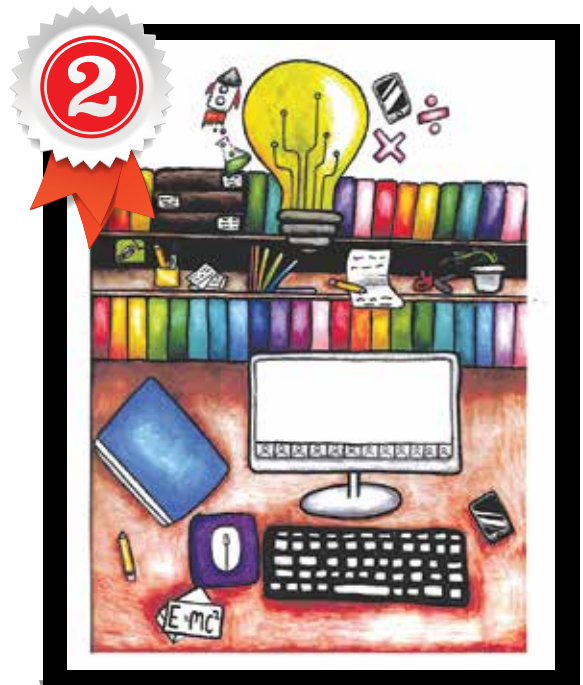




# 2022 INNOVATIVE TEACHER IDEA EXPO CATALOG COVER STUDENT ART WINNERS



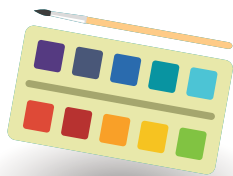
**MEDELEINE CHALCO**  
Ramblewood Middle School  
8<sup>th</sup> Grade  
Art Teacher - *Rosemarie McKinstry*



**MAIREAD POLLAND**  
Hollywood Academy of Arts & Science  
6<sup>th</sup> Grade  
Art Teacher - *Hilary Fine*



**ASHELYNE ABOTTE**  
Atlantic Technical High School  
10<sup>th</sup> Grade  
Art Teacher - *Jason Kalls*



Congratulations to Medeleine, Mairead and Ashelyne on these award-winning designs! Their teachers receive gift certificates for use in their classrooms. These amazingly talented students will each be awarded a backpack filled with art supplies to fuel their future creativity!



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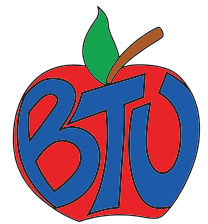


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# Broward Education Foundation's VIRTUAL Innovative Teacher IDEA EXPO



**VISIT** [BrowardEducationFoundation.org/expo](https://BrowardEducationFoundation.org/expo)

To REGISTER TODAY!

**Saturday- January 29, 2022**

**9:00 am – 2:00 pm**

**VIRTUAL! ONLINE!**

**Register  
Today!**

Joe has served as the President and CEO of MODS since February 2018. He has worked in the museum field for over 20 years, serving as the President of the EcoTarium Museum of Science and Nature in Worcester, Massachusetts and as founding Executive Director of the Golisano Children's Museum in Naples, Florida. Joe has a Bachelor's degree in Environmental Science from St. Mary's University in London with a focus on environmental law and paleoquaternary biogeography and completed his Masters in Museum Studies from the University of Leicester. Joe was the recipient of a Smithsonian Fellowship in Museum Practice based at the National Zoo and National Museum of Natural History in Washington, DC. He completed the Getty Museum Leadership Institute at the Getty Center in Los Angeles. Joe is past Chair of the Florida Association of Museums Foundation and currently serves on the national board of the Association of Children's Museums. He is dedicated to developing strong community partnerships and is committed to inspiring a passion for science in future generations of visitors to the Museum of Discovery and Science.

## KEYNOTE SPEAKER



**JOSEPH P. COX**

President & CEO

Museum of Discovery and Science  
**Growing A Community-wide  
Learning Eco System**

**RAFFLE  
PRIZES**

Butterfly World Tickets  
Custom UF Gator basket  
from Dr. Sandy Melillo  
Hand & Stone Massage  
Top-quality Scrubs  
from Jersey College  
Karmophia Salon Manicures  
Karmophia Salon Pedicures  
Lenovo Device



Museum of Discovery & Science  
Family Membership  
MODS Class outreach program  
Publix Gift Cards  
Set of 4 of Hollywood IMAX passes  
Shuck n' Dive gift certificate  
Shuckers Waterfront Grill  
gift certificate  
...and more!



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**CE = Character Education**  
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## SESSION A

### 1A Be Our Guest

(2021) LA, LS, M, T, 4-12

**Allison Unger-Fink**

**Hawkes Bluff Elementary School**

The goal is for students to be exposed to multiple career fields and paths as guest speakers visit through the school year and then use these experiences to engage in their own research project to share with the class about various careers. By creating/sharing their digital projects at the end of the year, students will develop graphic design and presentation skills. Lastly, students will foster letter-writing and SEL skills by writing thank-you notes to each speaker throughout the year.

### 2A Beyond the Looking Glass: Helping Students Understand Perspectives

(2021) CE, LA, LS, 4-12

**Jacob Aronin**

**Innovative Learning**

The activities are sorted into two types: tools for learning (the toolbox) and Thinking Routines (thinking bubbles). Thinking Routines loosely guide learners' thought processes. They are short, easy-to-learn mini-strategies that extend and deepen students' thinking and become part of the fabric of everyday classroom life.

### 3A Button it Up!

(2021) CE, LA, LS, 9-12

**Cathy Castelli**

**Atlantic Technical College and High School**

The project capitalizes on the popularity of tiny buttons and personal expression. It will demonstrate how designing and producing buttons can enhance students' understanding of an area of study.

### 4A Café Jalebi – Culinary Arts: A Model for Innovation in Business

(2021) LA, LS, M, T 8-12

**Aruna Lien**

**Coral Springs High**

Café Jalebi is a student run enterprise, under the ProStart curriculum. ProStart is a career and technical education program that unites the foodservice industry and the classroom to teach high school students; culinary skills and restaurant management principle, as well as employability skills such as communication, teamwork, professionalism and time management.

### 5A Content Coaster

(2021) LA, M, SS, S, SEL 4-9

**Katrice Dixon**

**Crystal Lake Middle School**

Content Coasters are academic laminated or online formatted guides that help students with previous content or prior knowledge that is necessary to master their current standards. Students are able to access these tools and use as an aid to further understanding.

### 6A Poetry Portfolios and More!

(2021) CE, LA, LS, 9-12

**Candace Blake**

**Coral Springs High School**

Students will create poems according to their grade level and ability. The project will be done with the teacher modeling how to read, analyze, and create various poems. Students will create poems that will be placed in a scrapbook and/or a website. Creativity is encouraged throughout the process.

### 7A Professional Development –Grant Writing

**Presenter: Adriana Ermoli-Miller**  
**Grants Administration and Government Programs**

**School Board of Broward County**

Learn how to write a grant and learn which grants are available to teachers.

### 8A TEA School Food Forest

**Elaine Fiore And Adrian Carter**

**Applied Learning Department, STEM + CS**

(2021) H, LA, STEM, K-12

The Broward TEA Garden Food Forest is an in-depth model to educate students, teachers and their communities on how and why they can sustainably grow edible food together in their neighborhoods. Integrating schoolyard edible gardening in classrooms, cafeterias and afterschool programs, the Broward TEA Garden Food Forest also incorporates exciting technology used in the agriculture industry, such as drones, sensors, artificial intelligence, and digital data collection and collaboration.





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## SESSION B

### 1B As I See It . . .

(2021) LA, LS, M, SEL, T, 8-12

**Sandy Melillo**

**Pompano Beach High School**

Students will choose a well-known fairy tale, story, myth, or historical event and retell it from the points of view of major and minor characters, or even objects, in the form of poetry and prose. This project was originally done by a creative writing class that had to retell a story chronologically from beginning to end using at least five points of view in poetry and/or prose. Originally, the project was modeled after the book of poetry by Laura Whipple entitled *If the Shoe Fits*, inspired by the Cinderella fairy tale.

### 2B Chalk It Out

(2021) A, LA, 3-8

**Stuart Kalver**

**Seminole Middle School**

The project in person is completed in class on paper, and then is taken to the sidewalk, so students can take their rough copy and take it "to the street/sidewalk." If the school does not have a sidewalk it is something that can be done on giant sticky notes, dry-erase boards, and other mediums that are able to double for scholastic-artistic purposes.

### 3B Connecting to Characters:

**Books as Mirrors and Windows**

(2021) LA, SEL, K-12

**Luciana Gentile**

**Ramblewood Elementary School**

The project is a series of lessons and activities designed around quality picture books. These activities emphasize connecting to characters and developing empathy and understanding. Students share experiences, write poems, make art, and learn about themselves and each other.

### 4B Delicious Gardening

(2021) H, LA, M, SS, K-6

**Denise Soufrine**

**Pembroke Pines Elementary School**

The students planted seeds that would grow into food in the classroom and transplanted the vegetables outside in garden beds. As a culminating activity, we had a tasting party. Students were able to bring home some of the vegetables they planted.

### 5B Leadership and Problem Solving Through Minecraft

(2021) LA, M, S, STEM, 6-12

**Joseph Fursetzer**

**North Lauderdale Pre K-8**

Since Minecraft is a computer program on the computer, it was easy to "share screens" through Microsoft Teams and allow students to collaborate. The goal of the club was for students to be able to share their knowledge with other students and to work together to accomplish tasks. Merely creating items within the world without being able to explain how they did it would not get the student a prize.

### 6B Power Up Your Classroom

(2021) LA, LS, M, T, 4-9

**Celia Taylor**

**Seminole Middle School**

Gamification in the classroom creates an atmosphere of self-exploration and collaboration with peers. The teacher creates challenges, quests, and battles for groups or individuals. Students are awarded badges, points, and privileges. Leader boards are posted for students to see the leaders of challenges, quests, and battles.

### 7B Professional Development – Making Your Gardens Grow

**Presenter: Adriana Ermoli-Miller**  
**Grants Administration and Government Programs**

**School Board of Broward County**

Learn how to develop school garden program plans and proposals to attract external grant funding. Bring your innovative ideas and get feedback from district staff.

### 8B The Journey Begins with Turning the Page

(2021) LA, S, SS, SEL, 2-8

**Gisela Naranjo**

**City of Pembroke Pines Charter school East Campus Elementary School**

By allowing students to dive deep into each novel they will explore geography, science, SEL, and literature. The cross-curricular benefits of this project will help students become more aware of how books not only entertain but also teach. Reading is the road to success in the future; let them take the journey.



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## SESSION C

### 1C Creating CYOAs with Inklewriter (2021) LA, LS, 9-12

**Russell Aaronson**  
**Coral Springs High School**

Students were tasked with identifying how North's work has prompted readers/players to learn more about the play, Shakespeare's Hamlet, the characters' complex motivations, and the world of Elizabethan England.

### 2C Evidence Investigators (2021) A, LA, M, S, STEM, 6-12

**Debra Kelly Thomas**  
**Applied Learning Dept., STEM+ Computer Science Programs**

In this session you will be provided tools and strategies to use with all learners and will be shown how to scaffold instruction to build student success. Students will be given evidence and use the "evidence gradient tool" to evaluate and organize evidence based on criteria such as the source of evidence.

### 3C GEMS- Goals, Emotions and Mindsets for Success (2021) H, LA, M, Music, S, SEL, SS, STEM, K-8

**Tara Dukauskas**  
**North Andrews Gardens Elementary**  
 SEL Moments encourage teachers to incorporate social and emotional learning into their daily or weekly routines, with mini activities that can be a part of any lesson. Lessons and resources will address classroom needs without adding to a teacher's workload. One resource is Nearpod. They have developed lessons to be flexible and easily integrated into existing teacher routines and school schedules.

### 4C Padlet - How Do I Love Thee? (2021) LA, S, SEL, STEM, K-5

**Sheri Dominguez**  
**Palmview Elementary School**

Padlet is an assessment piece for student learning utilizing rubrics, and interactive digital presentation piece and resource platform, an instructional planning tool for goals and objectives which seamlessly works with BCPS Canvas platform, and an interactive instructional space to plan, assess, and provide feedback for F2F, hybrid and remote learners.

### 5C Professional Development – Five Core Propositions of Teaching

**Presenters: Althacha Napoleon and Donald G. Nicolas**  
**Teacher Professional Learning & Growth School Board of Broward County**

Based on the e-book, *What Teachers Should Know and Be Able To Do*, this interactive session will describe best practices accomplished teachers should engage in to have a positive impact on student learning. Learn about the five core propositions of teaching and the actions you can take to implement these practices.

### 6C Pragmatic "Post It Note" Projects (2021) LA, SEL, SS, STEAM, 3-8

**Lauren Kilmer**  
**McNicol Middle School**

Students have the freedom of choice of how they will display their work using post its. As they write, post, draw or play interactively with the post it notes, students learn that key ideas and details (along with written word) can play integral roles in their learn styles. Large posters filled with post it notes or individual reminders create messages that students will remember because the project allows freedom of student choice.

### 7C Relaxation Spaces (2021) LA, LS, M, SEL, T, 8-12

**Dona Maggio**  
**Coral Springs High School**

The relaxation spaces offer a variety of comfortable seating options for students to take a break, reflect, study, play a board game, solve a puzzle or just read. Movable dividers provide social distancing options to keep students safe from infection as well as adding a degree of privacy. The primary motivation for this program is to respect student choice during free periods, promote healthy choices, provide stress reducing activities and provide relaxing area for teens to recharge and increase academic focus during the school day.

### 8C Short Stories, Novels, Projects and More (2021) LA, LS, M, T, 4-12

**Felice Tzabery**  
**Coral Springs High School**

This project will introduce the student to the format and structure of the short story. The students will read and analysis several short stories and novels over the school year. The students will read, discuss and analyze each story. When finished they might be required to complete a culminating project.

### 9C Utilizing Games to Motivate Students (2021) LA, M, S, SEL, STEM, K-8

**Destiny Drummond**  
**North Lauderdale Pre K-8**

The project was created to encourage students to complete their reading and math assignments consistently, to show growth in both areas (as shown by different tests, including i-Ready), and to increase attendance through board games on the computer.



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## SESSION D

### 1D Planners Unite!

(2021) LA, LS, M, T, 8-12

**Jennell Lozin**

**Charles W. Flanagan High School**

Students can meet before school, during lunch or during their study hall to use the planner resources in the library to assist them in tracking their goals, assignments, and extracurricular activities. Students can also use the planners as a creative outlet and participate in doodle-a-day challenges, daily gratitude tracking, and various monthly planner challenges. Students will receive updates from the master activity calendar to assist them in adding important events and reminders to their planners.

### 2D Self-Watering Bucket Garden

(2021) LA, STEM, 3-12

**Vincent Newman**

**McArthur High School**

The entirety of the process involved is to show students how easy and simple it is to grow Produce (fruits or vegetables in materials that amount to under \$10.00. Also, to do this process or to build this system in a quick and timely manner. This system can engage students in differentiated learning as well as Projected Based Learning in that the student sees the results of this project unfold in real time and the results are positively enormous.

### 3D Set the Stage: Students Engage!

(2021) LA, D, SEL, SS, STEAM, 3-8

**Jeannie Krouch**

**Westchester Elementary School**

This project involves choosing a theme, setting the "stage," providing costumes/décor and designing meaningful activities that the student will enjoy and internalize. The project idea can be easily adapted and used for any age/grade level to teach any standard for any subject content area.

### 4D Teaching Students to Embrace Diversity

(2021) A, CE, LA, LS, MC, PS, SEL, SS, T, 4-12

**Vicki Ahern**

**Hollywood Academy of Arts and Science**

The students synthesized a 10-minute presentation to teach younger peers' empathy. Students learn that people's differences and uniqueness are what make them special. The students also create a pre- and post-test for the younger students to fill out to demonstrate a learning curve.

### 5D There's No Place Like School (The Battle Against Social Mediocrity)

(2021) FL, LA, T, 8-12

**Kathryn (Kitty) Tarquinio**

**Somerset Parkland Academy**

All lessons will include bilingual Spanish/English immersion tools. Students will meet in person to work on projects which result in social activities upon completion. Projects will use technology such as cooking tools, sewing tools, photography equipment, music, gardening, caring for animals, and computers (for printing or word processing).

### 6D Trailblazers: Women Who Made Their Mark in the World

(2021) A, H, LA, M, Music, S, SEL, SS, STEM, K-8

**Luisa Dugas**

**Croissant Park Elementary**

"Trailblazers" is a hands-on project that focuses on art created by women or about women who made an impact in the world. Through this grant, students will be able to create dramatic pieces of art by applying various techniques while learning about incredibly inventive women who have made a mark in the world.

### 7D Tune In for Joy - a Podcasting Discovery

(2021) LA, T, 6-12

**Diana Haneski**

**Marjory Stoneman Douglas High School**

Students will proudly present podcasts they have created that can be played again and again because they reside on the cloud, the school website, Canvas and other hosts of educational podcasts.

### 8D Uke Can Do it!

(2021) LA, M, Music, STEAM, K-8

**Jessica Gronberg**

**Hawkes Bluff Elementary**

The process of learning to play the ukulele teaches a student patience and perseverance and that daily effort is essential! It builds confidence through performance. Learning to play the ukulele is an excellent way for students to learn, grow, develop and have fun as they create as well as correlate and connect music with multiple disciplines



## Broward Education Foundation's Innovative Teaching Program Important Dates

### JANUARY/FEBRUARY

Broward Education Foundation's **Innovative Teacher IDEA EXPO catalog**, a fabulous year-round resource, filled with proven teaching strategies to ignite student learning is distributed to ALL teachers in Broward County Public Schools upon return from Winter break.

**January 29, 2022- The Broward Teachers Union Virtual 25<sup>th</sup> Annual Innovative Teacher IDEA EXPO presented by Office Depot**, showcasing grant-winning projects highlighted in the IDEA EXPO catalog, this fun and informative event is designed "by teachers, for teachers." Networking, brainstorming, prizes and more, there is no fee to attend.

**Adapter Grants-** Apply to adapt a project from the Innovative Teacher IDEA EXPO for your classroom. **Applications are due February 14, 2022.**

IDEA EXPO Teachers **Workshop-on-Workshops** - Disseminators learn about the IDEA EXPO workshops and how to give a precise and to-the-point presentation.

*Coming in 2023- **The 26<sup>th</sup> Annual Innovative Teacher IDEA EXPO-** the largest local "by teachers, for teachers" conference is scheduled for **Saturday, February 4, 2023**, in-person at Museum of Discovery and Science!*

### MARCH

**Adapter Grant** applicants are notified.

### APRIL

The **Broward Teacher's Union HOOTENANNY!** presented by **Office Depot** honors all grant-winning Innovative Teachers on **April 7, 2022** at Marando Farms in Davie.

**2023 Disseminator Grants-** Do you have a creative, proven teaching strategy that helps students achieve? If you'd like to share it with your peers, you can receive grant funding to spend in your classroom! **Applications due April 15, 2022.**

**BrightStar Credit Union's TOP FUN! Presented by Office Depot** – Do you feel the need for speed? Broward Education Foundation's signature fundraising event will take off on **Friday, April 29** at Margaritaville Beach Resort in Hollywood.

### MAY

**2023 Disseminator Grant** applicants are notified.

### JUNE/JULY

**2023 Disseminator Grant Winners Orientation Meeting-** Disseminators learn how to assemble their curriculum "Idea Packets" for marketing to their peers.

**All 2021-22 Grant Final Reports are due by July 30<sup>th</sup>.**

Nominate an outstanding graduate of Broward County Public Schools to be considered for **Broward Education Foundation's Distinguished Alumni Hall of Fame!**

### AUGUST/SEPTEMBER/OCTOBER

**2022-23 Innovative Teacher Grant applications-** Apply for an Innovative Teacher Grant to fund your new, unproven project.

### NOVEMBER

**2022-23 Innovative Teacher Grant applications are due.**

### DECEMBER

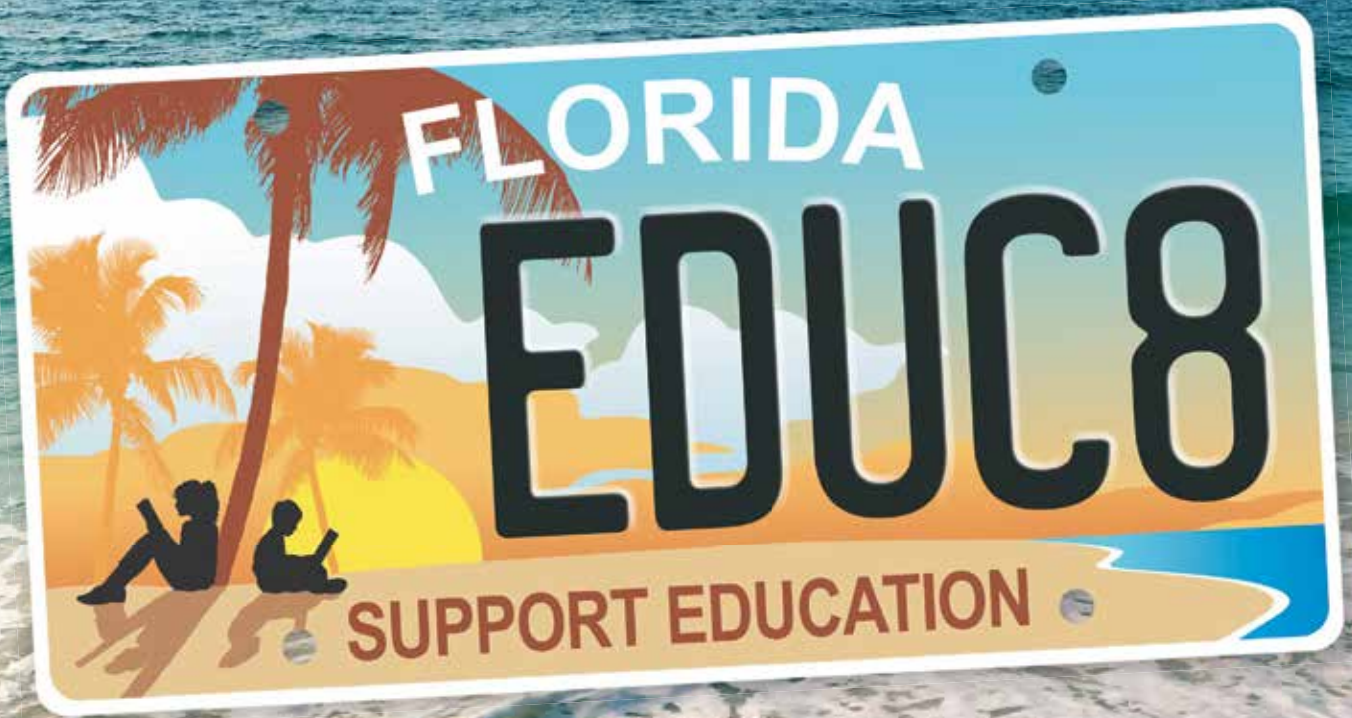
**2022-23 Innovative Teacher Grant Selections-** submitted grants are reviewed and rated by an impartial panel of judges.

*\*Dates are subject to change*



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# Broward Teachers Union

A Union of Education, Technical Support, Charter School and Education Support Professionals

*Many ideas grow better when  
transplanted into another mind  
than the one where they sprang up.*

*– Oliver Wendell Holmes*



**We salute those who share  
great ideas with others!**

**Anna Fusco, President**

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954.486.6250**