

The Broward Teachers Union Innovative Teacher



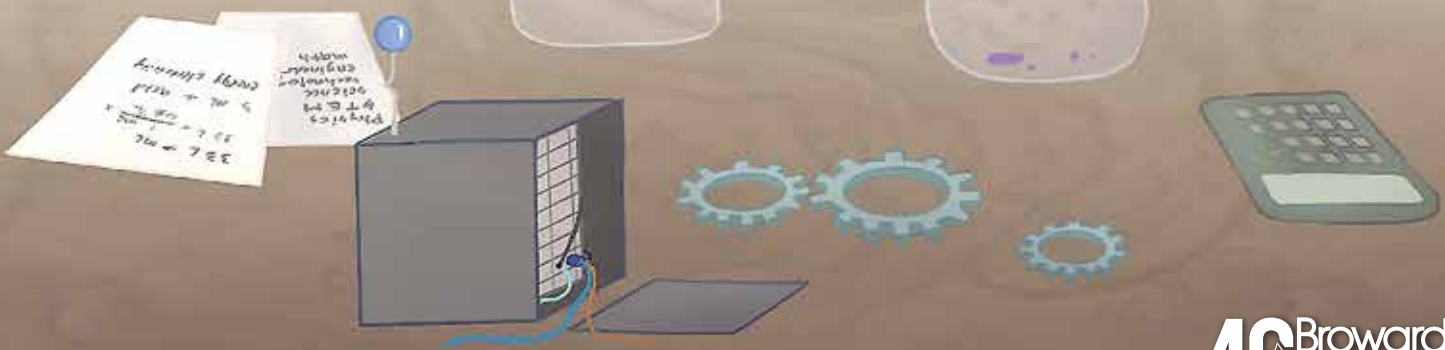
IDEA EXPO



$.7 \text{ mL} \rightarrow \text{L}$
 $488.7 \text{ mL} \times \frac{1 \times 10^{-3} \text{ L}}{1 \text{ mL}}$
 $4.887 \times 10^{-1} \text{ L}$
 30%
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 $x(x - 7) = 0$

26th
Annual
Teacher IDEA
Catalog

Presented by
Office
DEPOT.



BUILDING BRIGHTER FUTURES

ONE STEP AT A TIME



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State of Florida District Education Foundation Matching Grants Program



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WELCOME



It gives me great pleasure to welcome you to Broward Education Foundation's 26th Annual Innovative Teacher IDEA EXPO showcasing the incredible student-focused creativity, inspired pedagogical skills, and effective learning outcomes attained by your peers- extraordinary Broward County Public Schools educators.

Each day, you are shaping the future of our community, and your lasting impact on our youth is undeniable. Broward Education Foundation strongly supports your dedication to your students and their achievements through numerous innovative teaching initiatives. The Foundation's highly impactful IDEA EXPO is a model for other school districts and an invaluable resource in highlighting the innovative curricula we use to educate our diverse student population.

My sincere gratitude extends to the many business and community partners investing in education through the successful programs presented by Broward Education Foundation. Through our collaborative efforts, we are creating a more talented, skilled workforce and making Broward County a better place for families to live, learn and prosper.

Dr. Vickie L. Cartwright
Superintendent of Schools



Each year, Broward Education Foundation showcases leading-edge and ingenious curriculum developed by some of Broward Schools' most imaginative teachers at its 26th Innovative Teacher IDEA EXPO. The dedication and initiative evidenced by the grant-winning educators featured in these pages strongly correlate to increased student outcomes and compelling experiential learning.

Our students benefit greatly from the ideas presented here that keep them engaged, motivated, and on the right educational track. This dovetails perfectly with the School Board of Broward County's student outcomes-focused strategic plan.

We heartily congratulate the 2023 Innovative Teachers featured in this catalog. We hope these ideas serve as inspiration in developing lessons and experiences that stimulate and spark a love of learning in our students. We encourage all educators to attend the 2023 Innovative Teacher IDEA EXPO on Saturday, February 4, and to utilize this catalog as a year-round resource for creative and exciting teaching ideas.

And finally, our thanks to Broward Education Foundation for their continued support of students and teachers in Broward County Public Schools.

Lori Alhadeff, Chair
The School Board of Broward County



Broward Education Foundation is proud to bring you Broward Teachers Union 26th Annual Innovative Teacher IDEA EXPO presented by Office Depot.

Broward Education Foundation's Innovative Teaching program empowers educators by providing a myriad of resources, conferences, professional development opportunities (like the IDEA EXPO), and much more.

A cornerstone of our organization, teacher grants are an invaluable asset for educators seeking to engage and propel students to higher levels of achievement.

Funding for teacher grants is made possible thanks to public-private partnerships, business and community leaders, and generous BCPS contributors to our Education First Employee Giving Campaign.

This collaborative philanthropy is integral to the success of our community's students as they grow to be engaged and empowered adults.

We encourage all educators to attend the IDEA EXPO on Saturday, February 4th, for an amazing day of curriculum exploration, including proven, successful peer-to-peer best practices.

On behalf of Broward Education Foundation's Board and its team of professionals, we extend our heartfelt congratulations to all the 2023 grant-winning Innovative Teachers featured in this catalog.

Jeannie McIntyre, Chair
Broward Education Foundation



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KEY- Session A, Session B, Session C, Session D



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- Jenny Thelwell
- Allison Unger-Fink
- Jennell Ward

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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 Broward Teachers Union 26th Annual Innovative Teacher IDEA EXPO presented by Office Depot 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 26th Annual
INNOVATIVE TEACHER IDEA EXPO
Register Now at
browardedfoundation.org/expo

**Office
DEPOT**

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 browardedfoundation.org/expo – applications are accepted from **January 9 – April 14, 2023**. Grant-winning educators receive \$1,000 from Broward Education Foundation and will be featured in the 2024 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 browardedfoundation.org/expo. Applications are due by **February 21, 2023**.

**For more information on Innovative Innovative Teaching Grants,
contact Broward Education Foundation
at 754.321.2032 or visit browardedfoundation.org/expo**

2023 IDEA EXPO



ADD A SPARK OF CREATIVITY TO YOUR CLASSROOM!



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 their 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 Broward Teachers Union 26th Annual Innovative Teacher IDEA EXPO presented by Office Depot

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 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 26th ANNUAL INNOVATIVE TEACHER IDEA EXPO
Saturday, February 4, 7:30 am – 3:30 pm
browardedfoundation.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 IDEA EXPO, chat with the grant-winning Disseminator about your ideas for implementing the project, check out the expanded materials and apply by **February 21, 2023** at browardedfoundation.org/expo.



DISSEMINATE YOUR OWN INNOVATIVE TEACHER PROJECT IN 2024!

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 14, 2023** at browardedfoundation.org/expo.

2023 IDEA EXPO



...CELEBRATING 40 YEARS OF SERVICE

For 40 years, Broward Education Foundation has been the only 501(c)3 fundraising and direct support organization dedicated to the success of all students and teachers in the nation's sixth largest school district- Broward County Public Schools. Broward Education Foundation is proven adept, agile and responsive to shifting needs in education and our community.

...FOSTERING INNOVATIVE TEACHING

Some of the best teaching methods come from the county's best assets, Broward County Public School teachers. Broward Education Foundation fosters innovative teaching in the district with a multi-faceted K-12 "best practices" model. Innovative Teacher grants recognize and reward educators for developing new and modifying existing programs to enhance student curriculum and increase positive outcomes. Broward Education Foundation awards grant funds to educators solely for use in the classroom and for the benefit of students.

...EQUIPPING STUDENTS FOR SUCCESS

Choosing between purchasing school supplies for their children and putting food on the table is an unfortunate reality for many parents. Broward Education Foundation helps alleviate that burden and assures Title I school teachers, or those with high percentages of children from low-income families, are able to equip these students to succeed. Through the generosity displayed in Broward's largest back-to-school supply drive; and by corporations, foundation partnerships, grants, and individual donors, Broward Education Foundation provides school supplies for our county's most vulnerable children.

...STEWARDED SCHOLARSHIPS

As many of Broward's children look to their future, college can seem a distant dream. But with assistance from Broward Education Foundation, it becomes a reality. Broward Education Foundation awards scholarships primarily based on need, as well as on merit and academic achievement. Thanks to generous donors, qualified seniors pursuing a university, college or vocational education are awarded scholarships through Broward Education Foundation ranging from \$1,000 to four-year Florida Prepaid tuitions.

BROWARD EDUCATION FOUNDATION

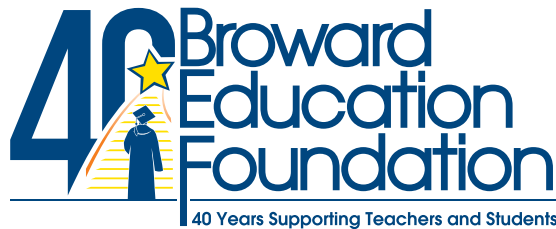
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browardedfoundation.org.





OUTCOME:

- Increase student engagement with gardens, plants, and nature
- Collect and analyze real-life data from various sources
- Apply data science skill sets across content areas
- Integrate coding and sensors through physical computing



GOING UNDERGROUND WITH STEM AND DATA!

QUOTE:

“The more high-tech our lives become, the more nature we need.” — *Richard Louv, The Nature Principle*

THE PROJECT AND THE VIRTUAL PROJECT:

Soil itself has some electrical resistance, which depends on the amount of water and nutrients in it. It acts like a variable resistor in an electronic circuit. The combination of water and soil nutrients makes the soil have some conductivity. So, the more water there is, combined with the nutrients, the less the soil will have electrical resistance. STEM tools use this property of soil to determine the moisture content and conditions for better water management.

Students will conduct hands-on exploration of STEM through nature. Through the use of literature and technology curriculum, they will learn how to program a micro:bit or a Piper Make to measure soil moisture and monitor sunlight. They will then use coding and sensors to provide data and turn that data into a visual representation of the garden’s daily status, ways to improve the growing conditions and how to test new growth strategies. Soil moisture sensors and software can help home gardeners and farmers do what they are best at — grow plants. Using real-time field data can provide growers with an accurate picture of water and nutrient use below the ground.

THE STUDENTS:

Students in grades K–12

THE DISSEMINATORS:

Sheryl Arriola and Annmargareth Marousky are STEM and computer science instructional facilitators, each with over 20 years teaching experience in middle and elementary classrooms, respectively.

Their expertise in K-12 STEM integration puts engineering, technology, and data into the hands of teachers and students through their support of several STEM+CS initiatives. Together, Annmargareth and Sheryl support SECME, SeaPerch, gardening, computer science professional development, and CT Pathways. For support in Minecraft, AI, data science, or citizen science, contact Sheryl. For support with cybersecurity, computer science certification, coding integration in the elementary classroom, or drones, then Annmargareth is the one to contact!

MATERIALS & FACILITIES:

Piper Make, micro:bits, plants, soil, alligator clips, nails, books, curriculum, outdoor space (optional)

RESOURCES:

- playpiper.com/pages/piper-make
- makecode.microbit.org/



Sponsored by:



MORE INFORMATION:

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OUTCOME:

Students will be able to analyze, interpret and communicate mathematical concepts, terms, and systems. Mathematical fluency and student engagement will increase.



MATHCABULARY

QUOTE:

“Math and reading aren’t worlds apart, they are words apart.” – *Katrice Dixon*

THE PROJECT:

MathCabulary focuses on student understanding of key terms and concepts in math. It’s where math and reading collide, and the focus is on comprehension and understanding of concepts and vocabulary in order to be able to effectively teach and learn math concepts. Students are provided choice boards to practice math definitions, which include crosswords, word search, jeopardy, charades, and headbands.

These activities can be synchronous or asynchronous and completed in class on paper or virtually using online tools such as Canvas, Google Classroom, Microsoft PowerPoint, Teams, etc. Educators can use online systems to create word search puzzles and crosswords using vocabulary and definitions directly from text.

JeopardyLabs has created content, or the educator can create their own boards; this can be completed individually or as a team. Charades Headbands Vocabulary is like Hasbro’s Heads Up! game where team members will provide verbal and nonverbal clues, not including the actual word/definition, to get the learner who is wearing the headband to identify the vocabulary word. This type of engagement can be time limited or clue limited, but provides for flexibility depending on the student audience.

THE STUDENTS:

Students will be able to engage with math content in a new way to encourage higher levels of comprehension and also to increase student participation and engagement. Additionally, students can use this information as a method of review of previous content and understanding of vocabulary, steps and processes.

THE DISSEMINATOR:

Katrice Dixon is a math engagement specialist who is always thinking of new and innovative ways to make everyone a math person. Katrice currently teaches 6th grade math at Crystal Lake Middle School; she also serves as their equity liaison, and was awarded the 2021 Secondary Math Teacher of the Year. She focuses on presenting the content and information as it shows relevance to daily life, while also amplifying the importance of reading in math. She says, “My goal is to change the way we see math and actually get people reading it.” Katrice’s focus is to build math fluency and literacy in an age where Photomath, Google and Siri are taking over. Her philosophy is that having a true understanding of the terms, concepts and information will increase students’ capacity to formulate, employ and interpret mathematics in math and beyond, making them ready for — and more marketable for — their future career goals.

MATERIALS AND FACILITIES:

Plastic headbands, flash card decks (preferably colorful and laminated), chart paper, poster boards, construction paper, computer access, clicker/ pointer.

RESOURCES:

- Crossword and word search generation: Education.com
- Jeopardy Board: JeopardyLabs.com or PowerPoint template
- Classroom screen to host

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MORE INFORMATION:

KATRICE DIXON

Chrystal Lake Middle
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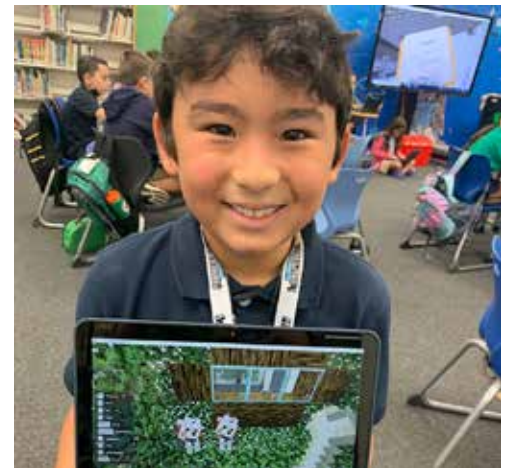
Katrice.dixon@browardschools.com

Principal: Mr. Earnest Toliver



**OUTCOME:**

The Minecraft Student Ambassador Program prepares students for the future by cultivating future-ready abilities such as creativity, problem solving, and systems thinking. MSAs will have the opportunity to develop leadership skills and take part in a global community where they can learn and grow academically, socially, and emotionally.



MINECRAFT STUDENT AMBASSADORS

QUOTE:

Minecraft: Education Edition is a game-based learning platform that offers educators a transformative way to engage students using Minecraft and ignite students' passion for learning!

THE PROJECT:

The Minecraft Student Ambassador program is for kids in grades K-12 who are enthusiastic about Minecraft and want to help, train, and mentor other students and teachers in their school or district using Minecraft: Education Edition. MSAs (Minecraft Student Ambassadors) participate in this program and provide Minecraft help in the form of demos, training, small group leadership, one-on-one sessions, and other support as needed.

The Minecraft Student Ambassador program is a win-win situation for both students and educators since it allows students to gain leadership and 21st-century skills while doing something they already enjoy. The initiative also offers onsite Minecraft support to instructors who may be hesitant or scared about using Minecraft: Education Edition in the classroom.

THE STUDENTS:

Minecraft Student Ambassadors join a worldwide community of student ambassadors who are passionate about Minecraft. They will get the chance to collaborate with other ambassadors, learn, and grow while taking part in events and activities designed exclusively for student ambassadors, such as live boot camps. In addition to merchandise, the Minecraft Student Ambassadors will get the honor of being an official Minecraft Student Ambassador. Minecraft Student Ambassadors will also have access to tools and opportunities to test future Minecraft features, as well as scheduled events with the Minecraft Education Team.

DISSEMINATOR:

Katrina Fossella is the proud media specialist at Pembroke Lakes Elementary school. Her passion has always been education, even from an early age, but adding to that passion is now librarianship, technology, and advocacy. Her daily goal is to make a difference in the world and lives of others, especially children, as they are the future.

In 2019, she was honored to be awarded Teacher of the Year. She currently serves as an executive board member of the Broward County Association of Media Specialists and holds many ambassadorships, such as Microsoft Innovative Educator Expert, Bunccee, Wakelet, Nearpod, Newsela, and Flipgrid. Her love for learning is ever growing, and her hope is that it resonates with students and educators.

MATERIALS AND FACILITIES:

- LEGO Classic Large Creative Brick Box 10698 Build Your Own Creative Toys, Kids Building Kit (790 Pieces), Multicolor
- *Cool Builds in Minecraft!: An AFK Book* (GamesMaster Presents) Paperback
- *GamesMasters Presents: The Ultimate Minecraft Builder's Guide* Paperback
- *The Unofficial Guide to Building Castles in Minecraft* (STEM Projects in Minecraft)
- Canon PIXMA MG3620 Wireless All-in-One Color Inkjet Printer + PG-240 black and CLI-241 color inks
- 12 Pack Cruise Lanyard with Waterproof ID Card Holder, Colorful Solid Color Durable Lanyard with Badge ID Holder for Badge Card and Carnival Sail (Green)

- Blue Orchards Mining Fun Deluxe Party Packs (for 16 Guests!), Mining Birthday Party Decorations, Gamer Birthday Decorations, Construction Theme Birthday Party, Pixel Gaming Party Decorations
- Minecraft EDU Portal

RESOURCES:

- Microsoft Learn Educator Center
- Minecraft: Education Edition: Teacher Academy
- Minecraft: Education Edition: Introduction to Game-Based Learning
- Minecraft Learn to Play: Classroom Build Challenges

Sponsored by:

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EMPLOYEE GIVING CAMPAIGN

MORE INFORMATION:

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754-323-6950

Katrina.fossella@browardschools.com

Principal: Ms. Marsha Wagner





OUTCOME:

- Increases student access to fresh, healthy food
- Incorporates garden harvested crops to the cafeteria
- Creates a food forest guild that takes advantage of the interdependent relationship with plants and reduces urban heat island effect by providing shade and cooling through evapotranspiration



BUILD A GUILD FOOD FOREST

QUOTE:

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

THE PROJECT AND THE VIRTUAL PROJECT:

The Build a Guild Food Forest project 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 learn about the interdependency of plants and design a growing space that emphasizes those relationships. 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 and require low maintenance while simultaneously helping to create a cooler urban environment.

THE STUDENTS:

Students in grades K-12

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, retaining wall block, soil, curriculum, watering hose, shovel, spray nozzle, gloves, cardboard

www.educationfund.org/what-we-do/programs/food-forests-for-schools/

www.communityfoodforests.com

www.foodforestabundance.com

www.thefoodforestproject.org

www.fgcu360.com



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OUTCOME:

Through participation in Science Made Simple, students will be given the opportunity to apply their science knowledge through exploration and experimentation. Students will become immersed in the learning and therefore internalize the material. This will result in positive attitudinal changes and improved test scores.



SCIENCE MADE SIMPLE!

QUOTE:

“Science is magic that works.” — *Kurt Vonnegut*

THE PROJECT:

Science Made Simple will empower elementary school teachers with strategies on how to teach science content through reading instruction and how to conduct hands-on demonstrations and experiments that will enrich students. The presentation will provide explicit lesson plans that address Florida state standards in all four areas of elementary school science with corresponding hands-on activities for students in grades kindergarten through 5th grade. See attached lesson plan.

THE STUDENTS:

This project can be modified or enriched based on the level of students K-5. The disseminator currently teaches at a Title 1 school with a class population of eighteen students: 11 boys/7 girls ages 6-7 years old with the following demographics: 6 Black, 6 White, 3 Hispanic, 2 Multi-racial, 1 Other.

DISSEMINATOR:

Jeannie Krouch has been teaching for over 20 years. She earned her bachelor’s degree from Barry University and her master’s degree from Nova Southeastern University. She achieved National Board Certification in 2006. Jeannie was the proud recipient of the 2018 Award for Excellence in Creative Teaching from the Florida Association for Gifted Teachers.

She was named Broward County’s Social Studies Teacher of the Year in 2020 and was recognized by the Florida Council for Economics Education as the first-place winner for outstanding original social studies curriculum. Most recently, Jeannie won Westchester Elementary School’s Teacher of the Year.

MATERIALS AND FACILITIES:

The materials for this project include but are not limited to science tools such as thermometer, hand lens, balance scale, measuring cup, tape measure, potting soil, seeds, flashlights, electric circuits, magnets, simple machines, index cards, etc. Materials will vary with grade level as well as area of science explored.

RESOURCES:

Florida State Standards were used as a resource to create teaching targets, learning goals and objectives for the lessons, activities, demonstrations, and experiments. Amazon.com was utilized as a resource for purchasing materials. Book titles will be listed in the bibliography/suggested reading list.



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Principal: Ms. Melissa Frame Geraine





OUTCOME:

By installing a P.I.C.S. cart program in schools, educators are opening a creative, critical thinking outlet. According to Tech Advocate, makerspaces build perseverance; inspire further investigations; encourage rethinking the concept; help students focus; provide a way of expression and conversation; provide a connection between lessons and the real world; and facilitate ideas and innovations instead of rote memory.



P.I.C.S.: PORTABLE IMAGINATION CREATION STATION

QUOTE:

“Scientists study the world as it is, engineers create the world that never has been.”
—Theodore Von Karman

THE PROJECT:

To begin a P.I.C.S. art program at a school, educators must first fundraise and collect supply donations. When choosing supplies, educators must access the curriculum and project needs. Educators must also find the storage locations for the P.I.C.S. carts. Once the supplies and the storage locations are chosen and collected, then the creation of the project boxes can begin.

To make sure each box is focused on grade-level standards, careful research must take place. Educators should focus on only one grade level at a time to assure accuracy and student-centered instruction. Once the standards are chosen from the NGSS science standards, a matching set of projects must be selected to align with the school’s science curriculum.

For virtual implementation, educators would have to create an online choice board with linked options. On the online choice board, students will have access to programs such as Minecraft: Education Edition, CS First with scratch.com, Tinkercad, Mecabricks, AutoDraw, Art Prof, and Pixilart, as well as educator-created maker/STEAM cards.

STUDENTS:

The goal as educators is to empower students, to help them to shift from being passive consumers of information and products to active creators and innovators. Makerspaces are learner-centered opportunities. Using

the P.I.C.S. makerspace cart will help foster curiosity, tinkering, and iterative learning, which can lead to better thinking through better questioning. Using maker education and educational makerspaces can lead to determination, independence and creative problem solving, and an authentic preparation for the real world by simulating real-world challenges.

DISSEMINATOR:

Ms. Naranjo is a fifth-grade math and science teacher at the City of Pembroke Pines Charter School East Campus Elementary. She has been at East campus for seven years, teaching 4th grade math and science, 3rd grade gifted/high achievers, and this year 5th grade math and science. She has been a LEA representative for East Campus for four school years. Gisela started the STEAM club at East Campus in 2017 for 3rd -5th grade students and is the facilitator. This school year she created and implemented the Multicultural Club at her campus and is the safety patrol supervisor. Gisela has presented at the BEF Expo for five years as a disseminator. In 2021-22 she was named City of Pembroke Pines Charter School East Campus Teacher of the Year.

MATERIALS & FACILITIES:

Novel inks Photo Case 4" x 6" Photo Box Storage - 16 Inner Photo Keeper Photo Organizer, colored cardstock, laminating pouches, clear contact paper, rolling utility cart, Makerspace supply list for parents

RESOURCES:

Teachers Pay Teachers for project cards Statewide Science Assessment Test Item Specifications NGSS on CPALMS BEST Math Standards on CPALMS BEST ELA Standards on CPALMS



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Principal: Dr. Lisa Sporillo



**OUTCOME:**

- Students will understand what artificial intelligence and machine learning and how it works.
- Students will understand bias and how it occurs in technology, and what steps need to be taken to address the problem.
- Students will be able to train a computer to recognize images, sounds, and poses.
- Students will apply science concepts learned to train a computer to sort and classify specific things.



DE-CODING BIAS IN AI (ARTIFICIAL INTELLIGENCE)

QUOTE:

“AI [Artificial Intelligence] is based on data and data is a reflection of our history, so the past dwells within our algorithms.” — Joy Buolamwini, MIT Media Lab Researcher & Founder of the Algorithmic Justice League

THE PROJECT:

In this problem-based learning unit, students explore issues of “coded bias” or “algorithmic discrimination” in technology, such as in facial recognition software. For example, MIT Media Lab Researcher Joy Buolamwini discovered that most artificial-intelligence programs (like facial recognition software) are trained to identify patterns based on data sets that skew light-skinned and male, and therefore could not detect her face. If the data that is used to train computers is not representative of ALL people than the computer cannot recognize ALL people and is therefore biased.

For this project, students will learn about artificial intelligence and machine learning by training a computer to recognize the difference between a cat and a dog. Students use picture data sets to train the computer and learn how, if the dataset is not inclusive of ALL types of cats and dogs, then they might be training their computer to be biased. Students will then combine what they have learned about AI with science content knowledge to train a computer to sort and classify other things, such as properties of matter (ex: solid vs. liquid); animals (ex: reptile vs. amphibian); organs in the human body (ex: heart vs. lung); and planets (ex: inner and outer planets).

THE VIRTUAL PROJECT:

This entire project can be done entirely virtually, although a blended approach would be recommended. Instead of printing image cards to show the computer, students can use a folder of image files (provided) to upload to the software to train the computer.

THE STUDENTS:

Grade 5 students, although this project can easily be adapted for any grades 4–12.

DISSEMINATOR:

Debra Kelly Thomas has been a BEF 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 degrees from the University of Florida in elementary education 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:

Computers/tablets, Internet, projector screen, card stock/copy paper, printer, (italicize) Coded Bias (end ital) documentary, and objects to train and test the AI- stuffed dog, picture of dog, Paw Patrol figurine, etc.

RESOURCES:

- Websites:
- <https://quickdraw.withgoogle.com/>
- <https://teachablemachine.withgoogle.com>
- <https://code.org/oceans>
- <https://dancingwithai.media.mit.edu/>
- <https://www.ajl.org/>

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dif·fer·ence

/noun/

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

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OUTCOME:

Students will increase achievement and reading skills due to increased time spent reading and interest in reading across genres. Students will increase their listening and speaking skills as well as interpersonal communication skills by networking with peers. Overall enjoyment of reading will increase with increased exposure to genres and titles.



PAGE TURNERS: GENRE OF THE MONTH

QUOTE:

“That’s the thing about books. They let you travel without moving your feet.” — *Jhumpa Lahiri*

THE PROJECT:

It is said that reading is to the mind what exercise is to the body. The more students read, the more their enjoyment, motivation, vocabulary and skills grow. The Page Turners: Genre of the Month Club exposes students to a multitude of books in new genres, provides networking opportunities with peers, and increases their volume of reading. Students read a book from a specified genre each month and attend a meeting prepared to share their books. In addition to networking with peers, students participate in an activity related to the genre.

THE STUDENTS:

The Genre of the Month Club has existed at the school for at least fifteen years. Third, fourth and fifth graders are invited to participate. Approximately 35 students meet monthly, and students rarely miss a meeting. Most students join the club because they have a strong interest in reading. It is made clear from the application that the club is not remedial in nature and students should have a sincere interest in reading. A majority of students who join in third grade continue through their entire elementary school years. Although the setting is the elementary level, this concept is easily adapted to middle and high school levels

THE DISSEMINATOR:

Elaine has been an educator for more than 40 years and has spent the last two decades as a certified media specialist. She has been awarded (and renewed) National Board certification and has also earned the Florida Power-Library School Award, which is the highest commendation for a school library media center.

MATERIALS AND FACILITIES:


Meetings take place in the school library from 2:00-3:15 one time per month. Books may be checked out from the school library, public library, or classroom, or may be personally owned by the student. Parents must agree to pick up students at the designated time. The club could be adapted into a lunch bunch or breakfast club at secondary levels.

RESOURCES:

In addition to reading books, students participate in related activities. One highly popular activity is reader’s theater. Scripts can be found at no cost at the district resource website Teachingbooks.net. There are several wonderful reader’s theater resources available for purchase, such as *Scary Stories Theatre* by Suzanne Barchers, and *Science Fiction Readers Theatre* by Anthony D. Fredericks. Teachers Pay Teachers has a multitude of resources available for students to create their own graphic novels. Mythology, poetry and fractured fairy tale studies are also readily available through commercial means. Many activities such as book tastings, musical chairs (using books) and poetry slams can be accomplished at no cost.



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OUTCOME:

This project has multiple outcomes:

1. Students learn how to analyze a complex text (subject, occasion, audience, purpose, speaker, tone, and 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.



LEARN VISUAL STORYTELLING BY “SWEDING”

QUOTE:

By the time they graduate, today’s students will have created more multimedia projects than most adults have in their entire lives, but do students understand how their creations transmit ideas to viewers? Learn how teaching “sweding” can help young media creators better understand how meaning is created in multimedia content.

THE PROJECT:

This project will discuss and provide syllabus-ready strategies for teaching students the elements of visual storytelling (the grammar of visual media) through “sweding” – an ultra-low-budget approach to recreating great moments in famous films.

Students learn project planning (ideation, prototyping, testing, revision and publication.) Additionally they learn how to provide meaningful feedback to their peers and how to employ the writing process (brainstorming, planning, drafting, revising, and publishing.)

THE STUDENTS:

This semester project will be implemented with approximately fifty AICE Media Studies students in grades 10-12.

THE DISSEMINATOR:

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

MATERIALS AND FACILITIES:


- Access to any kind of camera (phone cameras, inexpensive camcorders).
- Internet and laptop access (for internet use and limited video editing).
- Typical classroom/office supplies as needed (cardboard, construction paper, chart paper, markers, pens and pencils, paint, tape).

RESOURCES:

1. “The Guide to Sweding.” *The Playlist*, <https://theplaylist.net/guide-to-sweding-plus-be-kind-rewind-20071211/>
2. Bordwell, David, Kristin Thompson, and Jeff Smith. *Film Art: An Introduction*. 12th edition. McGraw Hill, 2020



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CREDIT UNIÓN

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OUTCOME:

Students absolutely love graphic novels, which makes it more important to incorporate them into the current curriculum. With graphic novels, teachers will not only engage their reluctant readers and help build important reading skills, they'll provide advanced readers a wonderful opportunity to think critically about a new form of storytelling — one that combines the most important elements of traditional novels, picture books, poetry, and even film in a new and captivating way!



A NOVEL APPROACH TO UNLEASHING THE POWER OF THE VISUAL LEARNING

QUOTE:

“The pairing of words and images gives learning a boost by creating new memory pathways and associations.” – *Meryl Jaffee, University Center for Talented Youth*

THE PROJECT:

Traditionally, as children grow older, there are fewer and fewer pictures accompanying text within books. The emphasis shifts towards reading words and forming one’s own images of the events portrayed within a book. Over the past decade, a new trend has emerged, which is beginning to challenge traditional ideas — graphic novels. There has been a massive growth in graphic novels which are being read avidly. The reading age of these novels is steadily decreasing, so there are more available at all age and grade levels. Often the visual nature of these books means that teachers regard them as most suitable for reluctant readers and those who have difficulty reading. While such readers undoubtedly benefit from this type of material, it should not be confined to these groups alone. By adding graphic novels, comics, and cartoons to one’s teaching toolbox, teachers can help their students develop important reading and critical-thinking skills.

THE VIRTUAL PROJECT:

The project can be implemented virtually by assigning text and follow-up activities online. Texts such as graphic novels, comics and cartoons can be assigned online. Students can create projects utilizing technological tools such as PowerPoint presentations or videos.

THE STUDENTS:

The project was implemented with a class of third graders. The project can be implemented in any grade level K-12 and with any group of students, including struggling as well as advanced learners. The project can be implemented in any setting, and it can be adapted to be implemented virtually.

THE DISSEMINATOR:

Tara Dukanauskas is National Board Certified and has a master’s degree in early childhood education. Tara has taught all grades K-6 and enjoys implementing innovative projects with her students. She has been a Broward Education Foundation grant disseminator for many years.

MATERIALS & FACILITIES:

Many of the texts encountered in daily life are in fact multimodal ensembles. These texts combine written language, elements of graphic design, and visual images. Comics, picture books, and graphic novels all incorporate these elements and are necessary for this project.

RESOURCES:

Resources include book lists as well as websites, lesson plans, adaptations and more.



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Principal: Ms. Catrice Duhart





OUTCOME:
After these activities and lessons, students will be independent researchers and learners. They will learn, help themselves and others, too.



USE YOUR MINDS, BEGIN WITH FINDS

QUOTE:
“The half of knowledge is knowing where to find knowledge”—*Inscribed over the doors of Dodd Hall at FSU.*

THE PROJECT:
This project is easily shared using Teams in a virtual environment.

THE STUDENTS:
The disseminator works with high school students but the FINDS research model should be used with all levels, including elementary and middle.

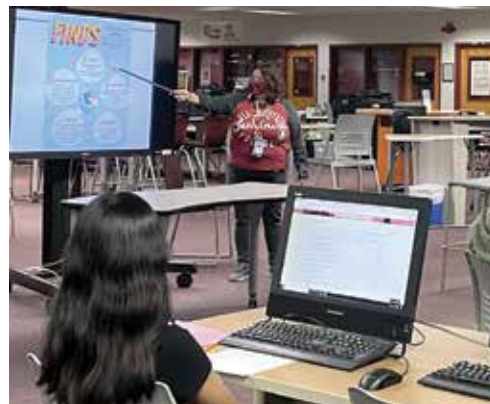
DISSEMINATOR:
Disseminator Diana Haneski an NBCT, is the Library Media Specialist at Marjory Stoneman Douglas High School, and has been presenting at Broward Education Foundation's Innovative Teacher IDEA EXPO for the past five years. Diana has been a teacher for BCPS for 25 years. She also travels to conferences to share information on helping students reduce anxiety based on a prior IDEA EXPO grant-winning project entitled, “Settle Your Glitter: Mindfulness in the Media Center.”

MATERIALS:
Devices for researching electronically:

- Computer workstations, laptops or iPads
- Presentation resources like Buncee
- Paper
- Stickers
- Art crafts (to enhance presentation)

RESOURCES:
<https://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/info-literacy-fls-library-media-currlic.stml>
<https://www.cpalms.org/>

Databases and resources in Canvas provided by Broward County Public Schools.



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**OUTCOME:**

Shakespeare wrote plays to be performed and his work is best taught actively. The teacher will be able to pick and choose what works best for their specific classroom and group of students, keeping in mind that experiencing Shakespeare through movement, or by watching others perform it, can help the students understand it better. The more creative the teacher can be for these lessons, the more likely it is that the students will benefit and stay engaged in the work.



NOT-SO-SCARY SHAKESPEARE

QUOTE:

“Be not afraid of greatness. Some are born great, some achieve greatness, and others have greatness thrust upon them.”—*William Shakespeare, Twelfth Night*

THE PROJECT:

The focus of the three-week intensive workshop at The Globe was to empower educators to dismiss preconceived ideas from students that “Shakespeare is hard” or “Shakespeare is boring!” The workshops and lessons teachers will see and take part in will have them rethinking their own opinions on how best to teach this ancient text in a new and modern way that will keep the attention of today’s young learners. The most important lesson learned, as stated by Fiona Banks in her book *Creative Shakespeare*, “There is no right way to teach Shakespeare...the key to teaching Shakespeare well is the recognition that there is no formula or approach that will bring unfailing ‘success’, but that every session relies on the interaction between teacher, students and play.”

THE VIRTUAL PROJECT:

There are many elements of the project that could be done virtually, especially with the easy access most everyone has to a Zoom or Teams. The lessons recommended for a virtual lesson are: “Voting with Your Feet,” where students can tally on a piece of paper if they agree or disagree, then discuss why; “YES/NO,” which helps students understand tactics; and “Archetypes,” where students strike a pose to try to convey the attributes of their assigned archetype.

THE STUDENTS:

Coral Springs High School is a public school located in Coral Springs, Florida. The school has 2,495 students in grades 9-12.

DISSEMINATOR:

Barbara Krantz is a South Florida native who graduated from Piper High School in Sunrise, Florida. Barbara is the theatre arts teacher at Coral Springs High School in Coral Springs, Florida. She has a Bachelor of Fine Arts degree from The University of West Florida in Pensacola. She also holds a Master of Arts degree in actor training and coaching from The Royal Central School of Speech and Drama in London, England. Barbara has been teaching in Broward County Public Schools since 2013.

**MATERIALS & FACILITIES:**

- A pack of playing cards from the Dollar Tree.
- These same exercises from the lesson plan, and many more, are available in this text: *Creative Shakespeare*, Amazon.com.
- Handouts of lines of dialog from whatever Shakespeare play is chosen for use, free on the internet because it’s all in the public domain.
- For this project a large, open room would be best, but can be adapted.

RESOURCES:

- <https://teach.shakespearesglobe.com/library/category/activities-5/category/lesson-plans-7/category/interactive-11>
Find units for nearly any grade level, topics/themes and nearly any play currently being read, directly from the experts at Shakespeare’s Globe in London, England.

*Look for more resources in the IDEA packet.

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2023 IDEA EXPO

22



40 Years Supporting Teachers and Students



OUTCOME:

- Measurable outcome: Observation of students’ increased understanding of literary genres through genre event and games; library statistic for book check-out; student work samples of one-pager visual book reports.
- Students will actively engage in reading activities with purpose and understanding. LAFS.K.RL.4.10
Measurable outcome: Observation of students’ increased reading motivation through genre events and games; library statistics for book check-out; student work samples of one-pager visual book reports.



READING FEEDS THE IMAGINATION

QUOTE:

“There is no such thing as a kid who hates reading. There are kids who love reading, and kids who are reading the wrong books.”
—James Patterson.

THE PROJECT:

Motivating teenagers to read has always been a challenge in the classroom. Encouraging students to read and keep reading for enjoyment is a whole other challenge. The shift from reading to learn to reading for enjoyment is a different ballgame. This project focuses on promoting reading for enjoyment, through games, reading promotions, and incentives. The hope is that students will participate in the reading games for the incentives, but in the end will learn they enjoy reading once they find the right genre, topic, author, or format.

The goal of this project is to motivate and encourage students to explore many different genres and book formats — *find what you like to read and just READ!* Getting students to read translates to increased reading scores, which impacts the school across the whole curriculum and at every grade level. Reading is key to becoming a successful student, key to becoming a successful adult and essential for everyone, everywhere, everyday no matter who they are or what their life goal.

Everyone needs to read. The better one reads (fluency), understands what they have read (learning), is able to extract information from reading (research), and develops the ability to read for enjoyment (growth and exploration), the

more well-rounded and open to new ideas, thoughts, and information they will become. Those facts are generally known, but getting students to put down the phone and read is a struggle. This program goes back to basics: low tech or no tech, just lots of hands-on activities and incentives to entice students to read.

The project creates a buzz around reading with monthly genre-based reading motivation activities, event, and games schoolwide. Activities include Fantasy Book Bingo; It’s a Novel Idea Jeopardy! games; Is It in the Movie or the Book? events; Speed Dating with a Novel; a library Clue game; and a Build a Sci-Fi Robot center.

A teacher adapting this grant could purchase a variety of low-cost items: books and eBooks; arts and crafts items; student prizes, e.g. jump drives, chargers, and colored pens; maybe even a popcorn machine, a large gumball machine or color printer — the sky’s the limit on creative ideas/items to purchase and use to promote reading motivation events. A teacher adapting this grant could purchase a variety of low-cost items to help motivate students to read.

Virtually all the activities can be moved to online activities with some modifications. Students at any age or grade level could benefit from the project. The project is easily adaptable to any grade level of curriculum.

THE STUDENTS:

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

DISSEMINATOR:

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

MATERIALS AND FACILITIES:

The school media center, computers, and interactive display board.

RESOURCES:

The school media center, computers, and interactive display board

Many resources, games and hands-on ideas are included in the idea packet.

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**OUTCOME:**

- Students will determine the critical information to include in their one-pager.
- Students will determine the best way to represent critical information.
- Students will use graphics to convey meaning.
- Students will participate in a gallery walk to see how their peers represented the text.



MAGIC ON ONE PAGE

QUOTE:

“Don’t just read to read. Read to understand.”
— Jill Telford

THE PROJECT:

This project, Magic on One Page, is designed to encourage students to express their comprehension and connections with a specific topic or piece of text. Magic on One Page allows for students to be creative as they think critically about text they have read. In a virtual setting, students can use numerous applications to create their assignment. This project may be completed utilizing, Microsoft Word, PowerPoint, Canva, Google Slides and Sway. Students’ final projects can be shared with the teacher electronically.

THE STUDENTS:

This project has been implemented with students in grades 9-12 in content area classes and as an optional summer reading assignment. The project can be adapted to meet the academic needs of students.

DISSEMINATOR:

Jennell Lozin is a teacher at Nova High School. 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, Broward Education Adapter Grant recipient and a DonorsChoose grant recipient. Her hobbies include reading, baking, and gardening.

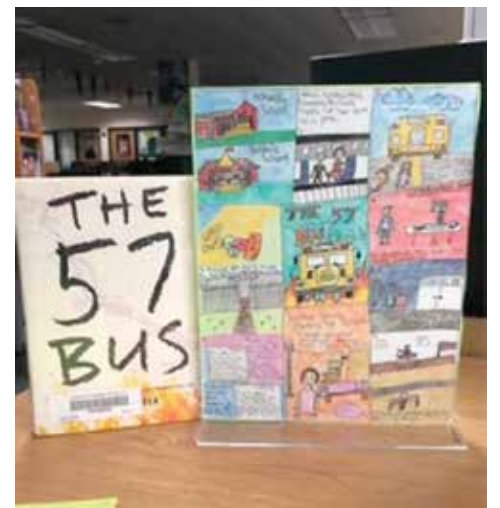
MATERIALS AND FACILITIES:

Students will need access to novels and or informational articles from magazines. Students may utilize books in the library/ media center or teacher-selected reading material for the project. Audiobooks and eBooks are available for FREE on Hoopla Digital and Axis 360. Content-based supplemental reading materials such as magazine articles from *Science World*, *Upfront*, and *The Week* are also great for this project. This project may be completed in a classroom setting.

RESOURCES:

Students may use PowerPoint, Sway, Canva and Microsoft Word to help them create their one-pager. Resources can be found on the Wakelet below:

<https://wke.lt/w/s/Rib94g>



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**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:

Outcomes will be measured by the number of students who complete the mentoring program and obtain a certification, as measured by completing weekly hands-on activities, written assignments, progress within the behavioral management program and daily attendance.



SHINE MY RIDE

QUOTE:

"If you stay ready you never have to get ready." – David Bentley

THE PROJECT:

"Shine My Ride" is a vocational program that targets students between the ages of 16 and 22 who have scored below level 2 on standardized assessments and are currently at risk of not meeting graduation requirements. In the class, auto detailing and life skills lessons are presented through a firsthand vocational/career class that addresses educational and social barriers faced by these students. Each quarter, high school students (16 to 22 years old) are given the opportunity to work toward obtaining a certification in auto detailing from an accredited trainer from the community partner Ardex. These students are taught proper use of professional products and procedures through direct instruction, modeling, and hands-on learning experiences. This training is provided by a certified industry trainer and prepares these students to become certified auto detailers, and also provides employment opportunities within the community. Upon completion of their weekly training sessions with Ardex, these high school students are then able to re-teach what they have learned from the certified instructor to selected 7th and 8th grade administratively-placed students via a mentoring program. The high school students also coach their assigned mentees on career readiness skills such as dressing for success, modeling interview skills, appropriate communication, teamwork, and social interaction. This type of firsthand learning and exposure is what this at-risk population is in dire need of in order to increase school attendance, decrease dropout rates, and decrease involvement in the juvenile justice system. The high school students will take

a leadership role and pay it forward to the younger population at Cypress Run, with the outcome of instilling hope and motivation in all of the students involved.

THE STUDENTS:

The targeted population for this grant will be 7th and 8th grade students between 13 and 15 years old who have scored below level 2 on standardized assessments and have been administratively placed at Cypress Run due to behavioral challenges within their home schools. The instruction will be presented through a mentoring-style program during a vocational/career class. Cypress Run currently has 152 students who are in 7th–12th grade. Cypress Run has 120 African American students, 14 White, and 18 Hispanic students. At the school, 97% of the students receive free or reduced lunch. Many of the students are also involved in the Department of Juvenile Justice and are in danger of academic failure and dropping out.

THE DISSEMINATOR:

David Bentley

MATERIALS AND FACILITIES:

- Ridgid 12 gallon 5.0 peak wet/dry vac (Home Depot)
- Wash mitt
- The Edge yellow medium polisher
- The Edge green light cut buffing pad
- The Edge blue soft polish buffing pad
- 1000 Plus rubbing compound (quart)
- Alpha Grit compound (quart)
- Able #5 polish (quart)
- High Def #2 polish (quart)
- Miami Shine liquid paste wax (quart)
- B-1 Step Glaze polishing compound

- Mega Foam car wash concentrate (5-gallon pail)
- Brown Bomber wheel cleaner (5 gallon)
- Spot Delivery optical brightener (gallon)
- 17" cloth bonnet for orbital polisher
- Vacuum hose: 12'/1.5"w/ends
- Microfiber towels 16x16

RESOURCES:

Vendors that are approved by Broward County Public Schools.



UNIVERSITY of WEST FLORIDA

MORE INFORMATION:

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 Cypress Run Educational Center
 2800 NW 30th Avenue
 Pompano Beach, FL 33069

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Principal: Dr. Gastrid Harrigan



**OUTCOME:**

Students will be able to develop resiliency and wellbeing, foster productive and satisfying lives, and develop gratitude and compassion towards others. This will in turn create a more joyful outlook on life and toward others.



ATTITUDE OF GRATITUDE?

QUOTE:

“Educating the mind without educating the heart is no education at all.” —*Aristotle*

“The highest form of knowledge is empathy, for it requires us to suspend our egos and live in another’s world.” —*Plato*.

THE PROJECT:

This project uses the technology of the Cricut Maker, iron, tools, heat transfer vinyl, printing mats, and mug press. Students will create projects such as letters, mugs, cards, T-shirts, stickers, posters, crafts, and other gifts to be given out to the principal, teachers, staff, parent(s), guardian(s), and students to express their gratitude. Students will work in teams to create their products to show their appreciation for another person.

OBJECTIVES:

- Supports academic learning
- Contributes to students’ overall well-being and to that of their families and communities
- Develops resiliency and wellbeing
- Fosters productive and satisfying lives

MATERIALS AND FACILITIES:

Computers/ laptops, Elmo projector and/or LCD projector, printer, Cricut Maker, Cricut Iron, tools for Cricut, heat transfer vinyl, printing mats, Cricut Mug Press, transfer tape, scrapbook(s), white and colored printer paper, stock paper, filler paper and pencils.

- Card supplies
- Cardstock
- LightGrip mat
- Scoring stylus
- Brayer

- Spatula
- Adhesive
- Mug or bottle supplies
- Alcohol pump bottles
- Rubbing alcohol
- Coffee mugs
- Vinyl
- Dishwasher Safe Mod Podge
- Masking paper transfer tape

SUPPLIES FOR T-SHIRTS:

- Cricut Iron-On
- T-shirt
- Cricut Maker
- Green StandardGrip mat
- Cricut EasyPress
- Weeding tools
- SVG file

RESOURCES:

Here is a list of resources to help with developing projects for the Cricut Maker:

Easy Projects For Beginners:

1. <https://lydioutloud.com/cricut-projects-beginners/>
2. <https://intelligentdomestications.com/2020/10/beginner-cricut-projects.html>
3. <https://simplemadepretty.com/easy-cricut-projects-beginners/>
4. <https://heyletsmakestuff.com/cricut-projects-for-beginners/>
5. <https://www.thebestvinylcutters.com/cricut-projects-for-beginners/>

VIDEOS ON YOUTUBE:

1. <https://www.youtube.com/watch?v=vrUcrzTD9dw> <https://www.youtube.com/watch?v=JmQh9gKfXco>
2. <https://www.youtube.com/watch?v=qKIFCZPNA-o>
3. <https://www.youtube.com/watch?v=qKIFCZPNA-o>

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**MORE INFORMATION:****CANDACE BLAKE**

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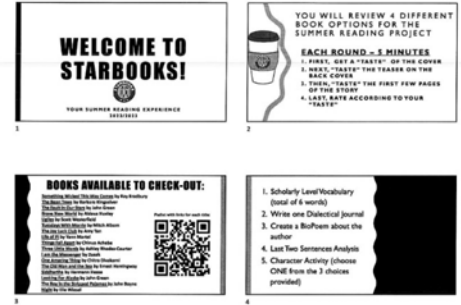
Principal: Ms. Vivian Suarez





OUTCOME:

Students chose a book they were excited to read for the summer and experienced other books they have the option to read in the future.



STARBOOKS SUMMER READING EXPERIENCE

QUOTE:

“Let us remember: One book, one pen, one child, and one teacher can change the world.” —*Malala Yousafzai*.

THE PROJECT:

As educators are battling social media and technology distractions that hinder students from discovering the simple pleasure of holding a book and diving into another world, they want to recruit students to develop their own relationship with reading and finding its place in their life. This project allows students to preview several books in a short time through a series of questions and brief note-taking on their pamphlet with the ultimate goal of choosing a book for their summer reading activity.

THE STUDENTS:

All students are in the ninth grade, completing Pre-AP English 1. Students are in preparation to complete their freshman year and begin their 10th grade summer reading projects, which will be presented in a portfolio based on their book of choice.

THE DISSEMINATORS:

All disseminators are English teachers at a Broward County magnet high school. Jennifer Pliske is completing her 19th year teaching ELA and is currently on the Pre-AP National Faculty. In addition to teaching, Paula Rodriguez teaches creative writing and Emily Botta is the club advisor for National Honor Society. Both Paula and Emily are currently advancing their education at the Florida Atlantic University.

MATERIALS AND FACILITIES:

Books from the school library, classrooms to hold the activity, paper pamphlets (could be made digitally as well), optional snacks and speakers to play coffeehouse-style jazz music to add to the ambiance.


RESOURCES:

Teachers Pay Teachers



Sponsored by:

The State of Florida Matching Grants Program



MORE INFORMATION:

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754-322-2000

Emily.botta@browardschools.com

Principal: Ms. Lisa Spencer

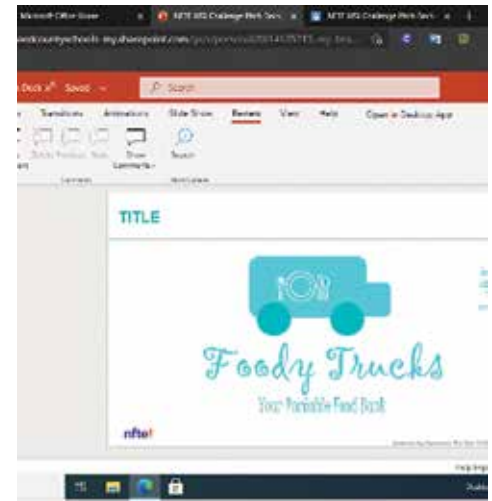




OUTCOME:

Overall, students will embrace the problem-solving process, critical thinking skills, and the art of collaboration as they identify unique and creative solutions to some of the most pressing issues in the world. Students will:

1. understand the steps of the problem-solving process;
2. create a solution for a current UN Global Goal problem; and
3. understand and perform skills to produce quality MOS documents using the three applications (Word, Excel, PowerPoint)



NETWORK FOR TEACHING ENTREPRENEURSHIP WSI PBL

QUOTE:

“Defining, refining, and creating solutions for world change is the solution.” — Anonymous.

THE PROJECT:

Network for Teaching Entrepreneurship’s (NFTE) World Series Innovation challenges are specific to UN Sustainable Goals. The students were required to research, plan and prepare a solution for one of the NFTE challenges. Students were given the freedom to choose their preferred challenge from those made available by NFTE, research existing solutions that may be tweaked, or design innovative solutions to solve the challenge. With success, the top three groups participated in the BCPS Youth Innovation Showcase. This event allowed students to present their planned solutions and compete amongst other student groups; consequently, one student group placed in the finals among high school students.

THE VIRTUAL PROJECT:

This project can be presented both live and virtually. Students can upload their presentations to FlipGrid for submission to the teacher and feedback from peers. Students can collaborate virtually by effectively storyboarding their ‘parts’ and splicing them together through editing.

THE STUDENTS:

The students explore, research, design, and produce digital and verbal presentations through assigned roles. This PBL was delivered to 7th & 8th grade students in a Computer Application in Business for Career Planning elective class.

THE DISSEMINATOR:

As a current educator for 10-plus years, Charlene previously taught several disciplines that included elective classes and mathematics. Throughout the years she has held positions in various fields such as accounting, drafting, and teaching; she was project coordinator for the reimagined performance tasks aligned to project-based learning for Broward County Public Schools, and she was also magnet coordinator for McNicol Middle. Education became a surprise passion with a drive to empower today’s youth while creating innovative means of maintaining their interest in education. Her past successes within education include achieving 100% passing rate for the EOC Geometry assessment with middle school students; curating class portfolios of student success for Photoshop/AutoCAD tasks; designing and delivering professional development; dedicated implementation of project-based learning (PBL) experiences; she has also been awarded multiple grants.

MATERIALS AND FACILITIES:

Editing software, two quality microphones, one quality camera, and quality editing software

RESOURCES:

- https://youtu.be/LVV_93mBfSU,
- <https://youtu.be/R0DQfwc72PM>
- <https://innovation.nfte.com>,
- <https://www.youtube.com/watch?v=nnpHLxlj3fQ>
- <https://youtu.be/hGkIVxwxrCk>,
- <https://youtu.be/qk4rUQZzv8>
- <https://youtu.be/IVRZOyIp7X4>,
- <https://youtu.be/8IbheB2-iXM>

Drones	carry foods	39.99
farmers	pay the farmer for the food they are providing	\$43,446
workers	To box food and fix drones	13 per hours
City permit	To be able to fly my drone	\$1,222
website	For any food bank in need of our service	200
Drone insurance	Incase anything happens to the drones	\$100,000
logos	for the Drones	\$300
taxes	For the farm	\$1,000
Workers insurance	Protect the workers injured on the job	\$1,582.46
		146803.45

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 Principal: Ms. Deirdre Benka-Coker





OUTCOME:

At the end of the implementation period, 100% of the students will have learned and practiced phonemic awareness skills in rhyming and alliteration, sentence segmentation, syllable segmenting and blending, and onsets and rimes.



MULTISENSORY READING BUFFET: TEACHING PHONOLOGICAL AWARENESS EFFECTIVELY

QUOTE:

Phoneme awareness does not naturally develop in children as spoken language does. Explicit instruction is necessary for most students, particularly for those with dyslexia. Phonemic awareness deficits can be remediated quickly with effective, explicit instruction.

THE PROJECT:

The project provides teachers with training and ideas for multisensory hands-on phonological awareness activities. This project includes lesson ideas, book suggestions, lessons for small group and whole group, research on phonemic awareness instruction, suggestions for intervention resources, as well as pre- and post-assessments that can be used as part of an RTI intervention in phonemic awareness. This is a one-stop shop for phonemic awareness instruction!

THE STUDENTS:

This project is geared towards students in Pre-K through second grade, as well as any struggling reading student with a phonological awareness deficit.

DISSEMINATOR:

Luciana Gentile has been a Broward Education Foundation disseminator since 2018. Ms. Gentile has disseminated many grant projects, including Productive Coffee Clutching, Mentors and Memoirs, Bringing History to Life for Young Learners, Books as Mirrors and Windows, and the latest project, Phonemic Awareness Buffet. She is a literacy coach at Ramblewood Elementary. She holds a master's degree in educational leadership from Nova Southeastern University. In addition to multiple BEF grants, Luciana has written grants from Aldi, Target, and Walmart.

MATERIALS AND FACILITIES:

This project can be implemented with materials most teachers already have in the classroom or with materials from the list provided.

RESOURCES:

Any type of counters, toys, play dough, paper copies, dry erase boards and markers, colored pencils, enough for small group instruction.



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Principal: Ms. Dacyany Ibarroondo





OUTCOME:

Students become successful collaborators, team players, note-takers, and thinkers. Collaboration will increase by forming improved relationships and effective group members in and out of the classroom. Students will learn to trust, rely on and accept cooperative support strategies. The outcome will inevitably increase social skills by working together and creating positive experiences through collaboration.



COLLABORATION IN THE CLASSROOM: PROJECTS, LESSONS, AND GAMES FOR TEAMBUILDING

QUOTE:

“Alone we can do so little; together we can do so much.” – *Helen Keller*

THE PROJECT AND THE VIRTUAL PROJECT:

Collaboration in the Classroom will have students work together in various group settings using different methods of collaboration. The common goal of using collaboration, teamwork, and strategic thinking will form bonds that will increase communication and confidence throughout each project. Students will build essential skills in mastering objectives, working on lessons, playing games, and having fun while learning content in an organized manner.

Collaboration in the Classroom allows students to express themselves with peers to organize thoughts and ideas. Learning concepts will become a team effort, and each individual student will play their part for success. Students will be guided, monitored, and held accountable for their contributions as effective group members. They will learn different strategies, job roles, and develop the necessary skills to become fantastic collaborators. This lesson will guide one through the process with lessons, handouts, games, and assessment techniques for collaboration.

Final projects will highlight dynamic and creative partnerships built during the process of collaboration.

These activities can be adapted virtually using different technological collaborative techniques and platforms.

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, extra teacher guidance or online instructions. Depending on age/grade level and as students progress through the years, social skills will take various forms and groups may be designed differently. The students in this project range from 6th-8th grade mixed in a collaborative research classroom.

DISSEMINATOR:

Lauren Kilmer-Ferreira is a global studies and peer counseling teacher at McNicol Middle School. Lauren was born and raised in Miami, Florida. She graduated from St. Thomas University with her Bachelor of Arts in elementary education and started teaching over 20 years ago. She has worked for MDCPS, Charter, and currently teaches in Broward County Public Schools at McNicol Middle School, where she leads the peer counseling elective program and global studies course. Lauren has a passion for educating students using direct 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 on team collaboration and 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 on the Broward Education Foundation’s website.

MATERIALS AND FACILITIES:

Desk whiteboards, poster boards/paper, pencils, pens, crayons, makers, large charts papers with Post-it sticky backing, laminator, computers, group bins or containers, role/job cards, pledge agreement, and specific lesson supplies if needed.

RESOURCES:

Resources needed for this project may include: Pinterest.com, Head Over Heels for Teaching, Weareteacher.com, Twinkl.com, Bookcreator.com, PBLWorks, iMovie app, Minute to Win It, classroom standards, teacher-made rubrics, job role handouts

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MORE INFORMATION:

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email: Lauren.kilmer@browardschools.com

Principal: Deirdre A. Benka-Coker

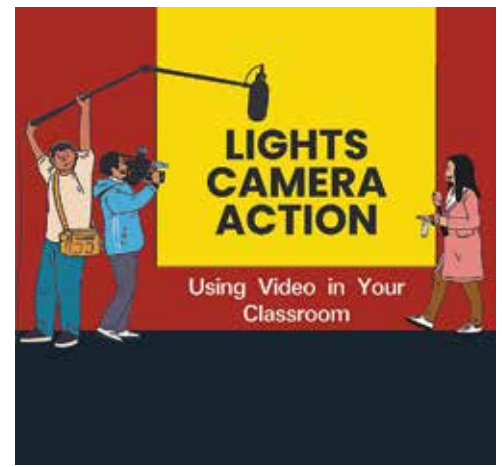




OUTCOME:

Teachers will be able to create engaging lessons that inspire students to be creative and apply academic content through video projects. Evidence-based findings indicate using video in the classroom:

- Facilitates thinking and problem solving
- Fosters mastery of learning Inspires and engages students
- Helps develop learner autonomy
- Delivers authentic learning opportunities



VIDEO PROJECTS APP SMASH

QUOTE:

“Film provides an opportunity to marry the power of ideas with the power of images.” – Steven Bochco

VIDEO PROJECTS APP SMASH:

Video projects enhance student learning by allowing students to apply their knowledge. Video projects not only make for fun viewing, but they also supplement learning. Students can create portfolios, record an interview with a famous historical figure, cover the latest news and current events, and many more opportunities. Using videos in the classroom is one of the best ways to provide a personalized learning experience. Personalized learning is becoming increasingly demanding, and it is vital to tailor education to meet students’ needs.

THE STUDENTS:

All Grades

DISSEMINATOR:

Celia Taylor – Innovative Learning – Curriculum Supervisor, Library Media began 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 Flanagan High School 9th Grade Annex Media Center in Pembroke Pines. She took a nine-year break from teaching to stay at home and raise her two boys, then became a 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, teaching first at Lyons Creek Middle School and then Seminole Middle School. In 2020, she was selected as Seminole Middle’s Teacher of the Year and was also awarded the 2020 Hispanic Heritage Month Excellence in Education Award from Governor DeSantis’ office.

MATERIALS AND FACILITIES:

- Computers, laptops, or tablets
- Microphones
- Green Screen Kit
- WeVideo Subscription
- Screencast-O-Matic Subscription
- Tripod
- Lights

RESOURCES:

Microsoft Teams, Microsoft Reading Progress, Flipgrid, Microsoft PowerPoint, Screencast-O-Matic, WeVideo, and Adobe Creative Cloud Express.



Sponsored by:

The State of Florida Matching Grants Program



MORE INFORMATION:

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Administrator: Dr. Sherri N. Wilson





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Arts, Drama, Music, Health, PE & SEL



OUTCOME:

This project aims to empower students to be creative and express their interpretations of their favorite parts of classic stories. Allowing students the freedom to express themselves while collaborating with their peers through S.T.E.A.M. activities provides them with opportunities for success in the 21st-century workforce.



S.T.E.A.M.ing THROUGH THE HOLIDAYS!

QUOTE:

“Somewhere, something incredible is waiting to be known.” — *Carl Sagan*

THE PROJECT:

S.T.E.A.Ming Through the Holidays uses hands-on activities that encourage students to use critical thinking, creativity, and communication skills to bring stories to life. Classic holiday children’s literature is used to introduce the characters and their corresponding fictional settings. Students are given various materials to design and create a special part of the story.

The project also encompasses other curricular content areas, such as reading and social studies and incorporates writing, public speaking and social/emotional learning.

If the project is needed to be done virtually, premade packs of supplies can be distributed to the students before the lesson. Students are also encouraged to support recycling by using items from their homes.

THE DISSEMINATOR:

Phyllis Bejune is a grant award-winning teacher. She has been awarded an Office Depot grant, as well as multiple Broward Education Foundation Innovative Teacher grants and Adaptor grants. She began her teaching career in 2013. Phyllis is currently at Margate Elementary, where she has taught Specialized Pre-K since 2017.

MATERIALS AND FACILITIES:

Recycled materials, scientific tools, art supplies and various books about different holidays and special events. This can also be taught in any classroom and on special occasions outdoors.

RESOURCES:

Parents, administrators, and other teachers are the best places to find resources for these activities; art and science teachers are also great resources.



- Students will use creativity to solve problems.
- Students will effectively communicate with peers.
- Students will collaborate with peers to solve problems.
- Students will utilize the engineering process

THE STUDENTS:

Pre-K through 5th grade.



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Principal: Mr. Thomas Schroeder





OUTCOME:

Students will learn to effectively identify what native plants belong in the ecosystem, establish the criteria of a native habitat, and learn how to monitor wildlife in these habitats. Students will learn to identify native species, their benefits to wildlife, and how to decide which plants would be beneficial additions to their site.



MIND AND SOIL

QUOTE:

“Love is the only thing you get more of by giving it away!” — *Antoine de Saint-Exupéry*

THE PROJECT:

The purpose of this social-emotional learning and STEM-based project is to nurture students through nature. During the 2019-2020 and 2020-2021 school years, students had learned in isolation disconnected from their peers. When they returned to the classroom for the 2021-2022 school year, teachers immediately noticed a need for nurturing.

Children’s stress levels fall within minutes of seeing green spaces. Studies have shown that simply having contact with dirt can significantly improve a child’s mood and reduce anxiety and stress. Students at Sawgrass Springs Middle School are engaging in a project-based learning activity called Nurturing Mental Health Through Gardening.

During this project, students planted tropical salvia, corkystem passionflower, and firebush plants, because student stress levels have been documented to be lower if they are among “green spaces.” As the culminating activity, students were able to apply these real-world, project-based solutions to their academic success in the classroom and in the community.

Students had an opportunity to contribute to their city’s National Wildlife designation. Students were recognized by the community for their commitment to the environment and were given an official NWF Backyard Habitat sign for their property. Through this project, students empowered themselves to become environmental stewards and become informed decision makers of the future.

THE STUDENTS:

Sawgrass Springs Middle School is a public school located in Coral Springs, Florida. It has 1,239 students in grades 6–8 with a student-teacher ratio of 23 to 1. All students at this school participated in this project-based learning activity. Project-based learning in science is a shift in education that emphasizes real-world problems. In this case, the students were focusing on the problem of habitat destruction and its effect on wildlife.

THE DISSEMINATOR:

Judy Bremner is a seventh grade science teacher at Sawgrass Springs Middle School in Coral Springs, Florida. She has been teaching in the Broward School District since 2005. She also heads up the school’s SAVE (Students Against Violence Everywhere) program.

For the past few years, Judy has served on the District’s Social Emotional Learning Committee, as she is enthusiastic about student MENTAL wellness. In addition, Judy is an ambassador for greater PHYSICAL wellbeing, as she volunteers for the Alliance for a Healthier Generation. Judy has partnered with the Grants Department of Broward County Schools to coauthor numerous grants to implement improved school safety and wellness programming for Broward School District. She is also a National Board Certified teacher, which is an advanced teaching credential that goes beyond state licensure.

MATERIALS:

Potting soil was obtained from The Bushel Stop. Tropical salvia seeds were sold by Whitwam Organics. Corkystem passionflower seeds are sold by Sharon’s Florida Plant Store. Firebush seeds were sold by FloridaSeeds.net.

RESOURCES:

The National Wildlife Federation
PO Box 1583, Merrifield, VA 22116-1583
800.822.9919



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MORE INFORMATION:

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754-322-4500

judy.bremner@browardschools.com

Principal: Melinda Wessinger





OUTCOME:

Overall, Students will implement the problem-solving process, critical-thinking skills, and collaboration to design and produce artistic solutions to the world’s environmental sustainability problem. Students will:

Learn and practice the steps of the problem-solving process.

Design endangered species-inspired fashions made from recyclable and reusable items.

Understand and perform skills necessary to produce a quality video fashion show of their collections using Kapwing.com and Flip.com.



ENDANGERED SPECIES EDITION

QUOTE:

Saving the environment, one outfit at a time.
– Alicia Dukes

THE PROJECT:

Environmental sustainability means meeting the needs of the present without compromising the ability of future generations to meet their own needs. Students were required to take part in solving this problem. How can teachers incorporate fun, art, creativity, empathy, and science into a project that helps endangered species and the environment at the same time? The teacher required student groups to research endangered species of their choosing, then sketch a design for a collection inspired by their chosen animal. Students then brought their designs to life using found, recycled, and donated items. These designs were modeled by donated dolls that would have ended up in a landfill. Students then filmed, scripted, and edited a video fashion show for their final presentation. Student fashion show videos were presented to the school during lunch in the cafeteria, and to administrators at a PBL event. Students learned empathy as they choose an endangered species-inspired theme to base their fashion collection. They learned to fine-tune their ability to research, become collaborators as they practiced accountable talk when providing feedback, and learned to stay consistent when using a theme. Students also learned to combine materials to produce mixed-media fashions, and learned to create, narrate, and edit videos, save them in OneDrive, and upload them to Flip.

THE VIRTUAL PROJECT:

This project can be presented both live and virtually through Microsoft Teams. Virtually students can upload their presentations to Flip for submission to the teacher and for feedback from peers. Students can collaborate virtually through OneDrive by effectively adding their 'parts' via a shared document and splicing them together through editing.

THE STUDENTS:

This PBL was delivered to 6th, 7th, and 8th grade students in four Studio Art elective classes. Students used the problem-solving process (Identify the problem, Brainstorm & Research, Plan & Create, Test, Evaluate & Redesign, and Deliver & Share Solutions) to design and produce fashions made from found, recyclable, and reusable items.

THE DISSEMINATOR:

As a current educator for 20+ years, Alicia previously taught English language arts for 15 years. She has also previously served as the electives department chair and is currently teaching Broadcasting and Studio Art classes for 6th, 7th, and 8th grade students at McNicol Middle Magnet and STEM School. In 2019, she won a grant from Broward Education Foundation to purchase 3-D printers for her school. In 2020, during the COVID -19 pandemic, the Reimagining Middle Grades newsletter wrote an article to highlight her Children’s eBook Art PBL entitled “Creating Engaging & Relevant PBL in a Distance Learning Environment”. Seeing her students surprise themselves by accomplishing things they did not believe they could do is what drives Alicia to create challenging creative projects that empower not just the students, but also herself.

MATERIALS AND FACILITIES:

iPads, laptop computers, fashion templates, colored pencils, dolls, recycled fabric & paper, plastic, cardboard, scissors, baubles, rulers, fashion adhesive materials, internet access, video editing software

RESOURCES:

Internet, Google, Canvas, Ibis PaintX(app), Kapwing.com, Flip.com, Microsoft OneDrive & Teams

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Principal: Ms. Deirdre Benka-Coker





OUTCOME:

The outcome will be the students' completed project submissions, which will include all of the components from their pre-tests.



MUSIC MANUFACTURERS

QUOTE:

As "music manufacturers," students will explore the mathematics of music and serve as instrumental engineers as they create their own wind instruments out of PVC pipe.

THE PROJECT:

All students will learn about wind instruments and use PVC pipes and connectors to create/build their own version of an instrument from this family of instruments. The project will address real life connections, while addressing academics to support what students are learning in their regular classrooms (as mentioned above).

The students will have a supply list that they take to the "instrument components" store. They will need to identify the diverse types of pipes and connectors that will be used (PVC pipe with tee joints, elbow joints, and couplings). They will measure the different lengths of their straight pipes and will complete a hands-on building/construction of an instrument. They will do a sound or pitch comparison experiment with their instrument, draw a diagram with proper labels of each piece, and a written explanation of how the created instrument will produce at least three different pitched sounds.

The diagram and written explanation will be considered the "instruction manual" for their instruments, as they deconstruct it for it to be stored until its next use, and for someone else to be able to reconstruct the same instrument.

THE STUDENTS:

This project is intended for 3rd, 4th, and 5th graders as a unit in first semester.

THE DISSEMINATOR:

Jess Gronberg, Hawkes Bluff Elementary

MATERIALS AND FACILITIES:

Classroom materials would include PVC pipe, elbow joints, tee joints and couplings, ratchet pipe cutters, Sharpie markers, quart-size Ziploc bags, and 12" plastic rulers

RESOURCES:

Additional resources would include their pre-tests, shopping lists used to "purchase" parts, as well as their instrument designs and diagrams.



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MORE INFORMATION:

JESS GRONBERG

Hawkes Bluff Elementary
5900 SW 160 Avenue
Fort Lauderdale, FL 33331

754-323-6100

jessica.gronberg@browardschools.com

Principal: Ms. Melinda Cunningham





OUTCOME:

Eighty percent more attendance, growth in vocabulary enrichment, and cross-curricular understandings in science, music, and language arts.



BEAT BOXING: INSTRUMENTAL 2 READING

QUOTE:

"When you can move yourself with your own music out of your mouth, you will be able to move other people and do anything." — *Reeps One*

OUTCOME:

Eighty percent more attendance, growth in vocabulary enrichment, and cross-curricular understandings in science, music, and language arts

THE PROJECT:

The Beat Boxing: Instrumental 2 Reading project and virtual project are opportunities to use the high-interest topics of music and beatboxing as a medium to answer the project-based learning question, "Can beatboxing make reading easier?" Students will use rubrics to meet the needs of writing assignments and activities that focus on phonemic/graphemic awareness and create an opportunity for project-based learning in the classroom. Students will learn cross-curricular vernacular, as well as jargon that is specific to the skills of beatboxing.

THE STUDENTS:

Three hundred students: 70% White; 30% Black/Mixed/Latino and Asian; ESE/ESOL/ Gifted

A goal for students is to better understand high-frequency letter identification and develop skills towards grade-level reading. Another goal is to develop morale for students and provide encouragement to be in school. The middle school students will gain a sense of leadership and teamwork towards a greater sense of self-efficacy in cross-curricular vocabulary enrichment.

DISSEMINATOR:

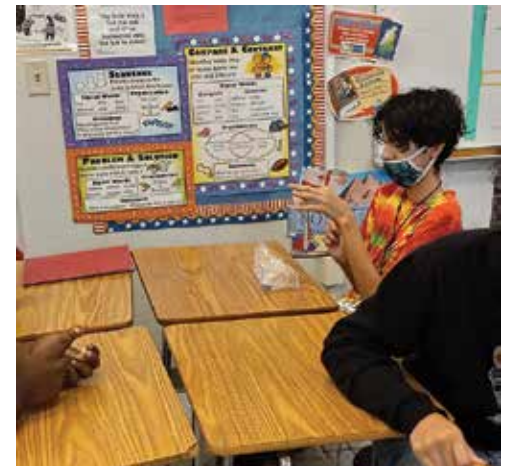
Stuart Kalver has been a teacher for Broward County since October of 2017. Originally from Broward County, he comes to Broward County Public Schools with a background in English education and performance from University of Central Florida in Orland.

MATERIALS AND FACILITIES:

- Classroom instruments
- Technology/computers
- Paper
- Microphone
- PA/Speaker

RESOURCES:

YouTube, CommonLit, Teachers Pay Teachers, acappella.how, humanbeatbox.com, and more.



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MORE INFORMATION:

STUART KALVER

Pioneer Middle School
5350 SW 90th Ave
Cooper City, FL 33317

754-323-4100

stuart.kalver@browardschools.com

Principal: Mr. Robert Pappas



**OUTCOME:**

Students improve their academic performance when they enjoy their activities, especially when they gain a sense of accomplishment and competence. With the completion of an escape room activity, students will gain new skills and an 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, SAT, and ACT exams.



ESCAPE IT!

QUOTE:

“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.”
— *Chinese Proverb.*

THE PROJECT:

For anyone that has tried them, one would say escape rooms are fun. Part adventure, part intriguing storyline, and part assemblage of puzzles and riddles that the player and their team must navigate to successfully complete their “mission.” Escape rooms are a combination of theater, physical adventure, critical thinking, and gameplay, making them a perfect tool to use in them classroom.

This project will show the steps needed to turn any lesson into an escape room. To begin, look at the unit. What lessons are to be taught, and what skills are students expected to gain? Next, take each skill and turn it into an activity, a puzzle for the students to solve. Examples include creating a puzzle for various vocabulary words or a cloze read to increase comprehension, devising a matching game for figurative language, or watching a video on the author and completing a comprehension sheet to gain background knowledge. When each activity is complete, the students will need to solve a piece of the puzzle before proceeding to the next section. Whichever group finishes first wins the escape challenge. The goal is for each group to have fun, work as a team, and gain valuable knowledge.

THE STUDENTS:

The disseminator teaches reading to struggling 12th grade readers. Most of these students are currently reading at a 5th grade level. When asked who likes to read, very few respond in positive ways. These students have a history of reading difficulties and have been conditioned to view reading as a burdensome task. However, reading is needed to not only pass the state standardized exam and earn a high school diploma, but also to enable them to become productive members of society. This disseminator hopes to change students’ attitudes toward reading while simultaneously improving their reading abilities. By converting a few units into escape room activities, it is expected that these students will find joy in reading, will continue to read, and will challenge themselves in the future to become lifelong learners.

DISSEMINATOR:

Felice is currently in her 34th year of teaching and is certified in exceptional education, reading, and ESOL. She has earned her MS in exceptional education. She is currently the department head of reading at Coral Springs High School, where she continues to mentor many new teachers and instruct 12th grade students. During her career, she has sponsored various academic and social clubs. Felice has written several grants over the years, including the Citibank Success Fund, TDIF, DonorsChoose, and The Broward Education Foundation Adapter Grant. She has been a presenter at the National Conference Coalition of Essential Schools and has presented over the last three years at the Annual Innovative Teacher IDEA EXPO.

MATERIALS AND FACILITIES:

Paper, pencils, packets, computers or tablets, markers, and various art supplies

RESOURCES:

- puzzlemaker.com
- paper
- pencils
- packets with detailed instructions
- room set in groups or stations (4–6)
- computer, for research or to play videos
- headsets

Sponsored by:



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MORE INFORMATION:**FELICE TZABERY**

Coral Springs High
7201 W Sample Rd
Coral Springs, FL 33065

754-322-0500

felice.tzabery@browardschools.com

Principal: Ms. Vivian Suarez



**OUTCOME:**

The outcome of this project is that students will finish the school year having progressed with the following objectives: Student will identify and create a productive testing environment, utilize self-regulation strategies, develop a growth mindset, foster study skills, become confident with goal setting and accountability, and above all, reduce testing anxiety.



DE-STRESS THE TEST: STRATEGIES THAT STICK

QUOTE:

“In the middle of every difficulty lies opportunity.” — *Albert Einstein*.

THE PROJECT:

This project, “De-Stress the Test: Strategies that Stick,” will equip both teachers and students with strategies and resources to make testing a more positive (and less anxious) aspect of education. The project includes strategies to build content-specific confidence (through engaging reviews and self-driven study tools) leading up to a test, routines, and activities for the day of a test (including audiovisuals and sensory-based environmental factors), and follow-up tools for after assessments. Examples include:

BEFORE TESTING:

- Utilizing interactive reviews (Gimkit, Blooket, Kahoot!)
- Creating study tools (index cards, digital resources)
- Decorating testing shields (stickers earned throughout the year for behavior, participation, etc.)
- Teacher letters/notes/check-in

THE STUDENTS:

The in-school components have been implemented with 22-24 gifted/high achieving fourth grade students over the past several years. The extra-curricular component of this project will be offered to third, fourth, and fifth graders for the 2022-2023 school year.

DISSEMINATOR:

Allison Unger-Fink has been teaching fourth grade at Hawkes Bluff Elementary School since 2017. Along with teaching, she is also passionate about her other school roles, including her position as a robotics coach and equity liaison. Ms.Unger-Fink has presented projects at previous BEF IDEA EXPOs, such as “Music and Movement - From Memory to Mastery” (2020), “Creativity Cafe” (2021), and “Be Our Guest” (2022).

MATERIALS AND FACILITIES:

- Testing Shields
- Shield Stickers
- Pocket Charts
- Sensory Stickers
- Gimkit Pro Subscription
- Lip Smacker
- Index Cards
- Highlighters
- Fun Express Motivational Pencils
- Motivation Wall Prints
- Stress Ball Pack

**RESOURCES:**

- Laptop/projector/speakers
- Gimkit
- Blooket
- Kahoot!
- YouTube
- Quizlet
- Canva
- GoNoodle
- Numberock
- Flocabulary
- Pixel Thoughts

Sponsored by:

**BANK OF AMERICA****MORE INFORMATION:****ALLISON UNGER-FINK**

Hawkes Bluff Elementary
5900 SW 160th Avenue
Fort Lauderdale, FL 33331

754-323-6100

allison.unger-fink@browardschools.com

Principal: Ms. Melinda Cunningham





STEM Education On Location Across South Florida



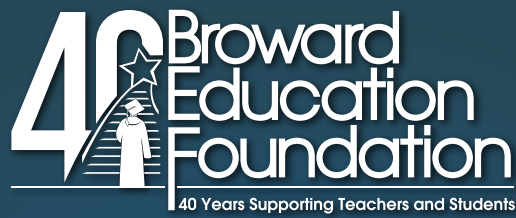
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**NEW BROWARD COUNTY PUBLIC SCHOOLS
TEACHERS & TEACHER MENTORS**

Be Our Guest at

**Broward Education Foundation's
*Supporting New Teachers
Networking Series***

Thursday, March 2, 2023

4:00 PM - 6:00 PM

Abdo River Room at Broward Center of the Performing Arts

201 SW 5th Ave, Fort Lauderdale, FL 33312

- Camaraderie, hors d'oeuvres & more!
- Teacher-led discussion on deeper dive into "Student Engagement" session to assist new teachers with re-engaging students at the height of the testing season.
- MODS STEMobile programming

The Teacher Networking Series offers a safe and supportive place for new teachers to talk about issues, concerns & special topics and celebrate their successes with mentor teachers.

RSVP Today!

to colette.burns@browardschools.com by February 28th

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Educational Leadership, M.Ed.**	Online
Instructional Design and Performance Technology, M.Ed.	Online
Reading, M.Ed.	Online
Curriculum and Instruction, Ed.S.	Online
Curriculum and Instruction, Ed.D. - Curriculum and Assessment	Online
Curriculum and Instruction, Ed.D. - Administration and Leadership Studies	Online
Instructional and Performance Technology, Ed.D.	Online

Accreditation

The University of West Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, specialist and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of the University of West Florida.

Must be an employee or member of an organization in the university's Learning Partner Network. Tuition discount applies only to **select University of West Florida online programs and may vary by program. This discount is for tuition only and cannot be combined with any other tuition discounts. To confirm tuition discount and program details, please consult an enrollment counselor at onlinedegrees@uwf.edu. Information presented may be revised without notice.*

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Based in Pensacola, UWF is home to five academic colleges, offering a variety of bachelor's and master's degree programs, as well as a specialist degree and doctorates in education. With a student population of nearly 13,000, UWF is committed to providing a close-knit academic experience.

Courses required for obtaining a Florida Professional Educator's Certificate are part of this degree program. Additional requirements to demonstrate mastery of Professional Preparation and Education Competence can be found on fldoe.org. Please review your Official Statement of Status of Eligibility for course requirements specified in your statement or contact the Florida Department of Education.

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gkotrady@uwf.edu

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 **REGIONS**

2022 INNOVATIVE TEACHER IDEA EXPO CATALOG COVER STUDENT ART WINNERS



Eve Poulard-Moussier
Western High School
10th grade
Art Teacher - *Ms. Alissa Elenzweig*



Romina De Lellis
Western High School
11th Grade
Art Teacher - *Ms. Cynthia Depanicis*



Arielle Monderson
Western High School
10th Grade
Art Teacher - *Ms. Alissa Elenzweig*



Congratulations to Eve, Romina and Arielle 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!



Broward Education Foundation's

Innovative Teacher IDEA EXPO **Office DEPOT**

VISIT BrowardEdFoundation.org/expo
To REGISTER TODAY!

**Saturday - February 4, 2023
8:00 am - 3:30 pm**

**Fort Lauderdale High School
1600 NE 4 Ave., Ft. Lauderdale FL 33305**



Monika Moorman, named Broward County Public Schools 2021 Teacher of the Year, has been an educator for over 20 years in grades ranging from first to adult education in both general and gifted settings. Originally from Poland, she completed her M.Ed. in international teaching at Framingham State University, MA. She is a proud re-certified NBCT in early and middle childhood literacy. Monika is a STEM, computer science and environmental education advocate, a Solar System Ambassador with NASA's Jet Propulsion Laboratory, Teacher Liaison with the Space Foundation, and National Wildlife Federation Habitat Steward.

Over the years, she has sponsored a variety of afterschool endeavors including Robotics and Coding Clubs, VEX IQ, SECME, Math Club, Solar Car League, ArcGIS digital mapping Club, and Green Team, to name a few. In 2020, she has been selected to a highly competitive cohort tasked with creating the first national K-12 Cybersecurity Learning Standards. Last summer, she delivered a master class on integrating cybersecurity in elementary curricula to a national audience which culminated with a Hill Day where she met with US Senators and Congressional Reps lobbying for efforts to increase cyber literacy.

KEYNOTE SPEAKER



Monika Moorman

**2021 Broward County
Teacher of the Year**

Teaching is Rocket Science!

How to nurture curiosity in our classrooms and our professional lives as powerful educators



- Butterfly World
- Hollywood IMAX
- Lenovo
- Museum of Discovery & Science
- Office Depot
- Publix
- Shuck n' Dive
- Gift baskets created by Judy Marini
- Shuckers Waterfront Grill...and plenty of surprises!





BROWARD EDUCATION FOUNDATION'S INNOVATIVE TEACHER IDEA EXPO



A = Art
CE = Character Education
CI = Community Involvement
CM = Classroom Management
D = Drama
FL = Foreign Language
H = Health & Physical Education

CODES

I = Interdisciplinary
LA = Language Arts
LS = Life Skills
M = Mathematics
MC = Multicultural

PS = Public Speaking
S = Science
SEL = Social Emotional Learning
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VE = Varying Exceptionalities

SESSION A

1A Build a Guild Food Forest (2023) LA, STEM, K-12

Adrian Carter & Elaine Fiore
Applied Learning Department

Students will learn about the interdependency of plants and design a growing space that emphasizes those relationships. 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 that requires low maintenance while simultaneously helping to create a cooler urban environment.

2A Escape It! (2023) LA, T, 6-12

Felice Tzabery
Coral Springs High School

This project illustrates how to turn any lesson into an escape room. To begin, look at the unit. What lessons are to be taught, and what skills are students expected to gain? Next, take each skill and turn it into an activity, a puzzle for the students to solve.

3A Learn Visual Storytelling by "Sweding"

(2023) LA, T, VA, 6-12

Russell Aaronson
Coral Springs High School

This project discusses and provides syllabus-ready strategies for teaching students the elements of visual storytelling (the grammar of visual media) through "sweding" – an ultra-low-budget approach to recreating great moments in famous films.

4A Magic on One Page (2023) LA, T, 6-12

Jennell Lozin
Nova High School

This project is designed to encourage students to express their comprehension and connections with a specific topic or piece of text. Magic on One Page allows students to be creative as they think critically about the text they have read.

5A Page Turners: Genre of the Month (2023) LA, PS, 2-9

Elaine Aaron
Silver Ridge Elementary School

This project revolves around an extracurricular club that meets monthly and reads books from a designated genre. Students discuss books in a specific genre each month and participate in a related activity.

6A Reading Feeds the Imagination (2023) LA, 6-12

Dona Maggio
Coral Springs High School

This project promotes reading for enjoyment through games, reading promotions, and incentives. Students will participate in the reading games for the incentives, but in the end will learn they enjoy reading once they find the right genre, topic, author, or format.

7A STEAMing Through the Holidays (2023) A, STEAM, PRE-K-5

Phyllis BeJune
Margate Elementary School

This project provides hands-on activities involving all areas of STEAM and will help students practice sharing, taking turns, and divergent thinking in a non-threatening environment.



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SESSION B

1B Attitude of Gratitude
 (2023) A, LA, LS, T, 6-12
Candace Blake
Coral Springs High School

This project uses the technology of the Cricut maker, iron, tools, heat transfer vinyl, printing mats, and mug press. Students will work in teams to create products to show their appreciation for another person.

2B Mind and Soil
 (2023) LA, LS, S, SS, SEL, 4-12
Judy Bremner
Sawgrass Springs Middle School

Students will plant Tropical Slavia, Corky Stem Passionflower, and Firebush plants because stress levels have been documented to be lower if they are among "green spaces." Not only will this project help promote environmental stewardship, but the project can also be made into a cross-curricular project.

3B Minecraft Student Ambassadors
 (2023) LA, SS, SEL, STEM, 3-12
Katrina Fossella
Pembroke Lakes Elementary School

Minecraft™ Student Ambassadors are enthusiastic about Minecraft™ and want to help, train, and mentor other students and teachers in their school or district using Minecraft: Education Edition™.

4B Multisensory Reading Buffet: Teaching Phonological Awareness Effectively
 (2023) LA, T, K-12
Luciana Gentile
Ramblewood Elementary School

This project includes lesson ideas, book suggestions, lessons for small groups and whole groups, research on phonemic awareness instruction, suggestions for intervention resources, and pre- and post-assessments that can be used as part of an RTI intervention in phonemic awareness.

5B Network for Teaching Entrepreneurship WSI PBL
 (2023) LA, T, 5-12
Charlene Franklin
McNicol Middle School

The students were required to research, plan, and prepare a solution for one of the NFTE challenges. Students were free to choose their preferred challenge from those made available by NFTE, research existing solutions that may be tweaked, or design innovative solutions to solve the challenge.

5B StarBooks Summer Reading Experience

(2023) LA,
Emily Botta, Jennifer Pliske,
Paula Rodriguez
Pompano Beach High School National Honor Society

This project allows students to preview several books in a short time through a series of questions and brief note-taking on their pamphlets with the goal of choosing a book for their summer reading activity.

6B Use Your Minds, Begin with FINDS

(2023) A, LA, T, 5-12
Diana Haneski
Marjory Stoneman Douglas High School

Students learn how to use the county-provided databases and Apps that give them the skills they need to succeed in school and work. They learn the steps, have the tools, and help themselves and others.



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SESSION C

1C A Novel Approach to Unleashing the Power of the Visual Learner

(2023) A, LA, M, S, SS, STEM, 3-8

Tara Dukanauskas

North Andrews Gardens Elementary School

This project takes the concept of teaching Visual Literacy and the growing popularity of books such as comic books, graphic novels, anime/manga, and cartoons to increase literacy skills of reading comprehension, vocabulary, and thinking skills.

2C Collaboration in the Classroom: Projects, Lessons, and Games for Teambuilding

(2023) LA, M, S, T, 5-12

Lauren Kilmer-Ferreira

McNicol Middle School

The common goal of using collaboration, teamwork, and strategic thinking will form bonds that will increase communication and confidence throughout each project. Students will build essential skills in mastering objectives, working on lessons, playing games, and having fun while learning content in an organized manner.

3C Endangered Species Edition

(2023) A, T, 5-12

Alicia Dukes

McNicol Middle School

Students will use the problem-solving process to design and produce fashions made from found and reusable items. They will come up with an endangered species-inspired theme to base their collection.

4C MathCabulary

(2023) LA, M, 4-12

Katrice Dixon

Crystal Lake Middle

This project is where math and reading collide, and the focus is on comprehension and understanding of concepts and vocabulary to effectively teach and learn math concepts. Students are provided choice boards to practice math definitions, which include crosswords, word search, jeopardy, charades, and headbands.

5C Music Manufacturers

(2023) A, LA, M, Music, S, 2-8

Jess Gronberg

Hawkes Bluff Elementary School

All students will learn about wind instruments and use PVC pipes and connectors to create/build their personal version of an instrument from this family of instruments.

6C P.I.C.S.: Portable Imagination Creation Station

(2023) A, LA, STEM, K-5

Gisela Naranjo

City of Pembroke Pines Charter School - East

This project is a portable program; on-the-cart teachers will locate their grade-level box and find a project that is grade-level appropriate and readily prepared for instruction.

7C Science Made Simple!

(2023) LA, S, K-5

Jeannie Krouch

Westchester Elementary School

Science Made Simple will empower elementary school teachers with strategies on how to teach science content through reading instruction and how to conduct hands-on demonstrations and experiments that will enrich students.



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SESSION D

1D Beat Boxing: Instrumental 2

Reading

(2023) LA, Music, S, SEL, 5-12

Stuart Kalver

Pioneer Middle School

The project is an opportunity to use a topic as High School-interest as music and beatboxing as a medium to drive students' understanding of life science and language arts.

2D De-Coding Bias in AI (Artificial Intelligence)

(2023) LA, SS, STEM, 5-12

Debra Kelly Thomas

Applied Learning Dept., STEM+CS Programs

In this problem-based learning unit, students explore issues of "coded bias" or "algorithmic discrimination" in technology, such as in facial recognition software.

3D De-Stress the Test: Strategies that Stick

(2023) LA, M, S, SS, SEL, 3-6

Allison Unger-Fink

Hawkes Bluff Robotics

The project includes strategies to build content-specific confidence (through engaging reviews and self-driven study tools) leading up to a test, routines and activities for the day of a test (including audiovisuals and sensory-based environmental factors), and follow-up tools for after assessments.

4D Going Underground with STEM and Data!

(2023) LA, STEM, T, 5-12

Sheryl Arriola & Annmargareth

Marousky

Applied Learning Dept., STEM+CS Programs

Students will use coding and sensors to provide data and turn that data into a visual representation of a garden's daily status, ways to improve the growing conditions, and how to test new growth strategies.

5D Not-So-Scary Shakespeare

(2023) D, LA, 9-12

Barbara Krantz

Coral Springs High School

The focus of this project at The Globe is to empower educators to dismiss preconceived ideas from students that "Shakespeare is hard" or "Shakespeare is boring!"

6D Shine My Ride

(2023) LA, LS, SEL, 9-12

David Bentley

Cypress Run Educational Center

This project implements auto detailing and life skills lessons presented through a firsthand vocational/career class that addresses educational and social barriers faced by these students.

7D Video Projects App Smash

(2023) LA, T, 6-12

Celia Taylor

Innovative Learning Library Media

Students can create video projects at home or school using video applications.



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.

February 4, 2023- The Broward Teachers Union 26th Annual Innovative Teacher IDEA EXPO presented by Office Depot, showcasing grant-winning projects highlighted in the IDEA EXPO catalog. Held in person at Fort Lauderdale High School, this fun and informative event is designed "by teachers, for teachers." Networking, brainstorming, prizes, and more. The cost to attend is \$50, and the day of fee is \$60- this includes breakfast, lunch, snack, and a goody bag.

Adapter Grants- Apply to adapt a project from the Innovative Teacher IDEA EXPO for your classroom. **Applications are due February 14, 2023.**

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

MARCH

Adapter Grant applicants will be notified.

APRIL

The **Broward Teacher's Union HOOTENANNY!** presented by Office Depot honors all grant-winning Innovative Teachers on **April 12, 2023** at Marando Farms in Davie.

2024 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 14, 2023.**

BrightStar Credit Union's HOPELESSLY DEVOTED! Presented by Office Depot – Work on your "hand jive," and don your poodle skirts and jeans for this "Grease" themed event. Broward Education Foundation's signature fundraising event will take off on **Friday, May 5, 2023** at Margaritaville Beach Resort in Hollywood.

MAY

2024 Disseminator Grant applicants will be notified.

JUNE/JULY

2024 Disseminator Grant Winners Orientation Meeting- Disseminators learn how to assemble their curriculum "Idea Packets" for marketing to their peers.

All 2022-23 Grant Final Reports are due by July 30th.

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

2023-24 Innovative Teacher Grant applications- Apply for an Innovative Teacher Grant to fund your new, unproven project.

NOVEMBER

2023-24 Innovative Teacher Grant applications are due.

DECEMBER

2023-24 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

Engaging and Empowering Educators

“Learning and innovation go hand in hand.

The arrogance of success is to think

that what you did yesterday

will be sufficient

for tomorrow.”

- William Pollard

**Creativity leads to Innovation ...
... Innovation produces Learning!**

Thank you

to those who did

not settle for yesterday

and created new for tomorrow.

**Anna Fusco
President**



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