

The Broward Teachers Union Innovative Teacher

IDEA EXPO

27th
Annual
Teacher IDEA
Catalog



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WELCOME



I want to welcome our Broward County Public School educators to the Broward Education Foundation's 27th Annual Innovative Teacher IDEA EXPO. The IDEA EXPO showcases the incredible student-focused creativity, inspired pedagogical skills, and effective learning outcomes attained by your peers – extraordinary Broward County Public Schools educators.

You are our finest community resource because of your capacity to create a prosperous future for all of us. This is a beautiful gift to our children. Our Expo and the other innovative learning initiatives of the Broward Education Foundation are meant to support your dedication and achievement with your students. As a model for other school districts, the EXPO has been an overwhelming success in showcasing the innovative curricula we use to educate our diverse student population.

In addition, I would extend my gratitude to the many involved businesses that help to make the Broward Education Foundation's many programs a success! Working together, Broward County will be able to garner the rewards of our successful partnerships for years to come in the form of a more talented, skilled workforce and a better place to live, learn, grow, and raise a family.

Dr. Peter B. Licata
Superintendent of Schools
Broward County Public Schools

Broward Education Foundation showcases leading-edge and ingenious curriculum developed by some of Broward Schools most imaginative teachers at its 27th 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, which serves to keep them engaged, motivated and on the right educational track.

We heartily congratulate the 2024 Innovative Teachers featured in this catalog and 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 2024 Innovative Teacher IDEA EXPO 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 27th 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, January 27th, 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 2024 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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WHAT ARE INNOVATIVE TEACHER GRANTS?



Broward Education Foundation awards monetary grants to Innovative Teachers who have developed classroom curriculum that engages and propels students in Broward County Public Schools to succeed and increase their learning outcomes.

The Broward Teachers Union 27th Annual Innovative Teacher IDEA EXPO 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 27th Annual
INNOVATIVE TEACHER IDEA EXPO
Register Now at
browardedfoundation.org/expo

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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 8 - April 12th, 2024**. 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 23, 2024**.

**For more information on Innovative Innovative Teaching Grants,
contact Broward Education Foundation
at 754.321.2032 or visit browardedfoundation.org/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 27th Annual Innovative Teacher IDEA EXPO

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 27th ANNUAL INNOVATIVE TEACHER IDEA EXPO
Saturday, January 27, 2024 • 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 23, 2024** 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 12, 2024** at browardedfoundation.org/expo.





...CELEBRATING 41 YEARS OF SERVICE

For 41 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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Word cloud containing the following text:
Teacher Adapter Grants, Innovative Teacher Disseminator Grants, IDEA EXPO, Broward Education Foundation, Scholastic Chess, Fostering Innovative Teaching, Innovative Teacher Honors Reception, Debate Initiative, Teacher Adapter Grants, Title I Teachers Shop Free, School Supply Center, Scholarships, Innovative Teacher Disseminator Grants, Broward Education Foundation, Fostering Innovative Teaching, Debate Initiative, IDEA EXPO, Scholastic Chess, School Supply Center, Innovative Teacher Honors Reception, Teacher Adapter Grants, Debate Initiative, Fostering Innovative Teaching, School Supply Center, Title I Teachers Shop Free, Scholastic Chess, School Supply Center, Innovative Teacher Disseminator Grants, Debate Initiative, IDEA EXPO, Scholastic Chess, School Supply Center, Teacher Adapter Grants, Debate Initiative, IDEA EXPO, Scholastic Chess, School Supply Center, Title I Teachers Shop Free, Scholastic Chess, School Supply Center, Fostering Innovative Teaching, School Supply Center, Title I Teachers Shop Free, School Supply Center, Fostering Innovative Teaching, Innovative Teacher Honors Reception, School Supply Center, Teacher Adapter Grants, Fostering Innovative Teaching, Innovative Teacher Honors Reception, School Supply Center, Teacher Adapter Grants



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OUTCOME:

In the past, the disseminator has taught these concepts with great success. Last year, her students demonstrated greater proficiency on the end-of-the-year final exam than any other teacher’s students.



SUPER SCIENCE WITH SIMPLE STUFF

QUOTE:

“Love is the only thing you get more of by giving it away!”

THE PROJECT:

Attendees will learn how to build a motor and an electric car, and how to make a density column from materials that can be found around the house. They will build a motor with a D-cell battery, two paper clips, #32 copper enamel wire, and a magnet. With this activity, they will explore how energy is transferred from one form to another (i.e., the chemical energy in the battery changes to electromagnetic energy, which turns the coil of the motor). The second activity that teachers and students will engage in is building an electric car from two AA batteries, a popsicle stick, a miniature 1.5-volt motor, a bamboo skewer, a straw, and caps from a soda bottle (that will function as wheels). The transformation of energy can also be seen in this project. Finally, teachers and students will create their density column using maple syrup, shampoo, vegetable oil, and water with food coloring. These liquids will form layers according to their various densities. It provides a colorful visual that students will long remember!

THE STUDENTS:

The students targeted for this project include middle school students. However, these concepts can be scaled up or down as the teacher sees fit.

THE DISSEMINATOR:

Judy Bremner has been a science teacher since 1998. She started her career as a physical science and biology teacher at Northampton Area School District in Pennsylvania. Judy moved to Broward County in 2005 and taught

physical science until 2018. From 2018 to 2021, she worked in the district offices of Broward Schools as the Broward STOPS Violence grant facilitator. However, she missed the students and went back into the classroom in 2021.

MATERIALS & FACILITIES:

- 2 AA batteries
- #32 copper enamel wire
- Sandpaper
- Magnet
- 2 paper clips
- 1 popsicle stick
- 1 D cell battery
- 1 straw
- 3 caps from a 2-liter bottle of soda
- 1 bamboo skewer
- 1 bottle shampoo
- 1 bottle of vegetable oil
- Food coloring
- 1 bottle maple syrup

RESOURCES:

- Teacher-created PowerPoint presentations on energy and matter
- Handouts with lab procedures
- Materials listed above



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MORE INFORMATION:

JUDY BREMNER

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754-322-4500

judy.bremner@browardschools.com

Principal: Ms. Emily Gonzalez





OUTCOME:

This project will increase reading comprehension skills in students through thoughtful planning and implementing activities that prepare students to comprehend what is read.



A SCIENCE OF READING APPROACH TO TEACHING COMPREHENSION

QUOTE:

“The goal of reading is to build understanding.”

THE PROJECT:

The project includes hands-on activities that build background, enrich vocabulary, address verbal reasoning, and teach literacy knowledge such as genre. The activities and projects follow the Science of Reading approach to comprehension and the UDL design to engage students. These activities can be done in person or virtually and can span across grade levels.

This idea is about how to engage students in creative activities that enhance comprehension. The Science of Reading highlights that comprehension is the byproduct of background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge.

The disseminator has put together fun activities that address each of those areas. These activities can be introduced one by one throughout the school year. They can also be used during specific times of the year as part of special activities.

THE STUDENTS:

This project can be adapted to any grade level and different subject areas. It can be used to enrich or remediate because it includes a great deal of scaffolding, choice, oral/verbal presentation, and creativity.

THE DISSEMINATOR:

Luciana Gentile is a literacy coach at Ramblewood Elementary. She has disseminated various projects, including “Coffee and Comprehension,” “Mentors and Memoirs,” “Teaching History to Young Learners,” “Books as Mirrors and Windows,”

and “Phonemic Awareness Buffet.” Mrs. Gentile is certified in English, elementary education, ESE, and endorsed in Reading, Gifted and ESOL.

MATERIALS & FACILITIES:

- Books
- Crafts supplies
- Computers
- Classroom

RESOURCES:

Scientific studies; books, including Above the Fray by Julia Lindsey and The Knowledge Gap by Natalie Wexler



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MORE INFORMATION:

LUCIANA GENTILE
Ramblewood Elementary
8950 Shadowood Boulevard
Coral Springs, FL 33071

754-322-8150

luciana.gentile@browardschools.com

Principal: Ms. Dacyany Ibarrondo





OUTCOME:

Students will be able to increase their proficiency levels on assessments and retain the information to be more effective in high-level math courses and have mathematical fluency that will help them in the real world.



REVIEW ROULETTE

QUOTE:

“Study without desire spoils the memory, and it retains nothing that it takes in.”
—Leonardo da Vinci

THE PROJECT:

“Review Roulette” focuses on providing students with a fun and innovative way of reviewing content to reach mastery. The program can be implemented at home or in class. Each grade-level card deck consists of standards-based questions, concepts, and vocabulary that students can review. Students can play this independently or as a group game with a point-scoring system.

THE STUDENTS:

Students can look at a mixed review of concepts, and identify strengths and weaknesses as well as areas of opportunity for improvement. Students will be able to develop a more targeted plan for content review and identify their learning gaps.

THE DISSEMINATOR:

Katrice Dixon, affectionately known as Math Chainz, is a middle school math educator whose primary focus is relationship before rigor. Providing innovative concepts, tools, and resources to students makes the educational experience fun. Her goals are to create and facilitate learning experiences that help students fall in love with math, build their math esteem, and allow them to pursue math well beyond the classroom. It is very important to incorporate real-world concepts into math standards to make it make sense for students at a level they can use immediately.

MATERIALS & FACILITIES:

- Card stock
- Paper,
- Laminators
- Timers
- Scoreboards
- Dry-erase markers
- Whiteboards

RESOURCES:

- Flocabulary.com
- Canva.com
- Teacher textbooks



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MORE INFORMATION:

KATRICE DIXON
Crystal Lakes Middle
3551 NE 3rd Avenue
Pompano Beach, FL 33064

754-321-3100

katrice.burton@browardschools.com

Principal: Mr. Earnest Toliver





OUTCOME:

The desired outcome (which has been observed with students using the Merge Cube) is that students are more engaged and willingly participate in group collaboration in class.



MERGEing Into Science

QUOTE:

“By using Merge Cubes in the classroom, one can promote interactive and engaging science education that can revolutionize the way science is taught in the classroom.”

THE PROJECT:

“MERGEing into Science” gives educators the ability to bring augmented reality to the classroom in a manageable way, allowing them to provide more hands-on learning opportunities for students without having to take out a variety of different supplies. As much fun as this is for students, educators will also enjoy the content as well as the student experience.

THE STUDENTS:

Students in all grade levels and content areas can benefit from this project.

THE DISSEMINATOR:

Tyler Raphael is a fifth-grade teacher at Pembroke Lakes Elementary; she has been teaching for five years and loves every day with her students.

MATERIALS & FACILITIES:

Materials for this grant are the Merge Cube and an iPad. While there is a free option for the Merge Cube content, educators would benefit from the paid subscription.

RESOURCES:

- Merge Explorer app
- Merge Object Finder app
- Discovery Education for supplemental videos to correspond with lessons



Sponsored by:



MORE INFORMATION:

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Pembroke Lakes Elementary
11251 Taft Street
Pembroke Pines, FL 33026

754- 323-6950

tyler.raaphael@browardschools.com

Principal: Ms. Marsha Wagner





OUTCOME:

By integrating plants into the curriculums, students will not just get the additive calming effect of being in nature to help bolster SEL activities, but instructors will also use the garden as a teaching tool to provide enrichment to classroom activities.



WESTPINE SCHOOL GARDENS

QUOTE:

"Together we aspire, together we achieve."

THE PROJECT:

Students will expand on the school's physical garden and map their locations on campus using geotagging and create QR codes for the species of plants that are planted on the campus. This project will improve Life Science and Biology test scores by giving students a real-world garden ecosystem to learn from. Also, it is known fact that plants can have a calming effect on people, so we are hoping to use them as a part of our SEL activities to increase positive student attitude changes.

THE STUDENTS:

All students in sixth, seventh, and eighth grades will have access to the gardens via their science and elective classes.

THE DISSEMINATOR(S):

The teachers:

- Valin
- Newton
- Sampson
- Pierre-Jerome
- Duris
- Matthews
- Marfori
- Bejona
- Francis
- Thompson
- Maraj.

MATERIALS & FACILITIES:

Plants, soil, fertilizer, garden tools

RESOURCES:

Water sources, designated areas for plants with soil, and a great community attitude at Westpine Middle will help make this project a success.



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MORE INFORMATION:

HAROLD VALIN

Westpine Middle
9393 NW 50th Street
Sunrise, FL 33351

754-322-4900

harold.valin@browardschools.com

Principal: Mr. Christopher Johnson





OUTCOME:

Students are engaged and excited about learning and have a sense of pride and accomplishment. Students’ 21st-century skills, such as problem-solving, persistence, creativity, collaboration, and communication, are also improved. Students will be evaluated with survey, observation, and student work samples.



CS INCLUSION: REMOVING BARRIERS TO MAKE COMPUTER SCIENCE ACCESSIBLE!

QUOTE:

“You programmed that? All by yourself? That’s Amazing! I didn’t know you liked computers.”
 — Parent of a student on the autism spectrum seeing their child’s coding project for the first time.

THE PROJECT:

This project will give teachers the resources, strategies, and tools needed to meaningfully include ALL students in computer science education. Teachers will learn how to use Universal Design for Learning (UDL) principles to remove barriers and make instruction engaging and accessible for all their students. This project will highlight tools that are more accessible for students and will provide lessons for their use. Various programming platforms, such as Scratch Jr. and Code.org, allow students to program with symbols rather than words and are accessible for struggling or pre-readers. Robots that allow for varying ways to code (push button, coding cards, and block-based programming) will be explored, and include accessible features like Braille and screen readers.

THE STUDENTS:

ALL students grades K–12

THE DISSEMINATOR:

Debra Kelly Thomas 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. In this role, she has been working on several research-practice partnerships (RPPs) that are focused on equity and inclusion of students in STEM and critical thinking, including the UDL4CS project with the University of Florida, funded by the National Science Foundation (NSF) and Google. Before her current position,

Kelly served as STEM Magnet Coordinator and science coach for Colbert Elementary in Hollywood, Florida. She obtained both her bachelor’s and master’s degrees from the University of Florida in elementary education and she has an Educational Specialist (E.Ds.) 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. Ms. Thomas has been a BEF disseminator since 2010 and has presented several STEM projects including her latest, “Decoding Bias in AI” (2022), “Evidence Investigators” (2021), and “Navigating the VEX-Ing World of Robotics Competitions” (2019).

MATERIALS & FACILITIES:

- Computers/tablets
- Internet
- Projector screen
- Various robots – Bee-Bot, VEX 123 robot, Dash from Make Wonder
- Physical computing devices: Micro:bit, Makey Makey
- Assistive technology (as needed)

RESOURCES:

- Applications:
- Scratch Jr.
- Websites:
- Time4CSforAll Website - <https://timeforcs.org/>
- UDL4CS Website - <https://udl4cs.education.ufl.edu/>
- Code.org Website - <https://studio.code.org/home>

- Scratch Website - <https://scratch.mit.edu/>
- Google CS First Code Curriculum- <https://csfirst.withgoogle.com/s/en/home>

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UNIVERSITY of WEST FLORIDA

MORE INFORMATION:

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Supervisor: Dr. Lisa Milenkovic, STEM
 + Computer Science Programs





**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:**

Students have increased their math fluency, technology skills, typing capabilities, and academic confidence across content areas. In addition, learners have benefited from collaboration and critical thinking challenges associated with exploring new game modes. Both creativity levels and content understanding have been positively affected by this project. A notable outcome is the increase in student engagement.



LET THE GAMES BE GIM: GAME-BASED LEARNING

QUOTE:

“Play is not frivolous; it is brain building.”
—*American Academy of Pediatrics*

THE PROJECT:

This project explores the interactive website Gimkit as a tool for instruction, practice, review, and preparation. Beyond the website itself, this project includes ideas to bring Gimkit beyond the screen to maximize student engagement and learning. The best practices shared can be implemented in classrooms, at home, or in any virtual setting. The project also explores the value of data collection and analysis to benefit teachers across all grade levels and subject areas. Not only can teachers create interactive games, but students can do so as well—providing them opportunities to take their learning into their own hands.

STUDENTS:

This project focuses on creativity, collaboration, and of course, academic content. This interactive tool has been used with 20–25 gifted/high-achieving students per year.

THE DISSEMINATOR:

Allison Unger-Fink is a fourth-grade teacher at Hawkes Bluff Elementary. She has disseminated four previous projects with BEF, including “Music and Movement,” “Creativity Cafe,” “Be Our Guest,” and “De-Stress the Test.”

MATERIALS & FACILITIES:

- Gimkit Pro
- Student computers
- Canva
- Rubber tubs
- Construction paper
- Broom handles
- Magnets
- String
- Cardstock
- Colored pencils/markers
- Wristbands
- Trophies
- Heated vinyl

RESOURCES:

- Gimkit.com
- Canva.com



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**MORE INFORMATION:****ALLISON UNGER-FINK****Hawkes Bluff Robotics**

5900 SW 160TH Avenue
SW Ranches, FL 33331

754-323-6100

allison.unger-fink@browardschools.com

Principal: Ms. Melinda Cunningham





OUTCOME:

The project aims to enhance students' understanding of ecosystem balance, sustainable gardening practices, and the use of technology in environmental monitoring and data analysis. It also seeks to foster a sense of responsibility towards the environment and encourage skills like collaboration, problem-solving, and innovative thinking.



DE-TECH-TION FOR PEST MANAGEMENT IN SCHOOL GROWING SPACES

QUOTE:

"Empowering the next generation to blend technology with nature for a sustainable future."

THE PROJECT:

In "Tech-Enabled Pest Management in School Gardens," we aim to integrate technology into school gardens to address pest issues and disease management. This project, designed for students from elementary to high school, focuses on the practical application of integrated pest management (IPM) to maintain a healthy food forest ecosystem. Advanced tools like soil moisture and pH sensors, weather monitoring equipment, digital cameras, critter cam devices, and a conservation AI app provide a hands-on learning experience. Elementary students will enjoy interactive learning with the critter cam, while older students delve into data analysis and scientific aspects of IPM.

THE STUDENTS:

The project caters to a diverse age range, from elementary to high school students. It is structured to be inclusive and engaging, ensuring that each student, regardless of age, gains a meaningful and educational experience. Elementary students will benefit from the visual and interactive nature of the project, while older students will engage in more complex tasks such as data analysis and scientific research.

THE DISSEMINATOR:

Former Cross Creek School Horticulture teacher Adrian Carter is ready to train and support schools as they create their TEA School Food Forest. 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 School Food Forest- where she is 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 School Food Forest in schools throughout the district.

MATERIALS & FACILITIES:

Key materials include soil moisture and pH sensors, weather monitoring equipment, critter cam devices, and computers or tablets, and liquid concoctions. The conservation AI app and SciStarter Digital Science component, assisting in pest identification and management strategies along with additional project inspiration. The school growing space will serve as the primary facility for the project, providing a real-world environment for learning and application.

RESOURCES:

Teachers will be provided with lessons that integrates biology, technology, environmental science, core subject areas and practical gardening skills. The curriculum is flexible, allowing adaptation to various age groups and interests. Teachers will also have access to training materials for using the technological tools and ongoing support from a network of gardening and technology experts. .

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MORE INFORMATION:

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adrian.l.carter@browardschools.com

Administrator: Ms. Susan Cantrick





OUTCOME:

Participation in Market Day will allow students to actively apply their economic knowledge, fostering exploration and creativity. This immersive learning experience enhances understanding and leads to improved test scores and heightened student engagement.



MARKET DAY: A HANDS-ON APPROACH TO ECONOMICS

QUOTE:

“What the hand does, the mind remembers.”
—*Maria Montessori*

THE PROJECT:

“Market Day” aims to equip teachers with effective strategies for integrating a hands-on approach to social studies content. This will include seamless integration of Florida’s ELA, Math, and Writing standards. The presentation will showcase practical examples and creative ideas for developing hands-on projects that align with Florida’s Social Studies, ELA, Math, and Writing Standards.

THE STUDENTS:

This project was used with first-grade students from a Title 1 school with a grade-level population of 109; however, this project can easily be adapted or enriched for any grade level K–5.

THE DISSEMINATOR:

Julie has been an educator for over 20 years. She earned her bachelor’s degree from The Ohio State University and moved to Florida in August of 2003. She earned her Gifted Endorsement in 2006 and her Reading Endorsement in 2016. Julie is currently an ESSER teacher at Norcrest Elementary in Pompano Beach.

MATERIALS & FACILITIES:

Students will need poster boards, various arts and crafts supplies, and possibly an iPad or video camera to create commercials for their “stores.”

RESOURCES:

Florida’s Sunshine State Standards and Florida’s B.E.S.T. standards were used to create the teaching targets, learning goals, and objectives for this project. Amazon and Dollar Tree were used to purchase art and craft materials for students. Pinterest has a lot of ideas of “goods” students can create for Market Day. The best resource will be the students’ ideas. Let them decide what they want to provide or sell



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MORE INFORMATION:

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Norcrest Elementary
3951 NE 16th Avenue
Pompano Beach, FL 33064

754-322-7250

julie.vanhose@browardschools.com

Principal: Mr. Marc Charpentier





OUTCOME:

The integration and experiences in “The Sweet Embrace of You!” will allow students to apply their knowledge and understanding of poetry by creating and presenting their original poems. Students will be fully engaged in learning and be involved in the decision-making process. Incorporating poetry into the curriculum is a powerful tool in closing the achievement gap. Poetry teaches important literacy skills such as reading comprehension, writing, and critical thinking, which are essential for academic success.



THE SWEET EMBRACE OF YOU!

QUOTE:

“Poets are shameless with their experiences: they exploit them.”
—Friedrich Nietzsche

THE PROJECT:

The objective of this project is to explore how different expressions can affect communication and to examine the ways of demonstrating expressions so that they can create positive and meaningful interactions. This project will aim to uncover any underlying biases or stereotypes that influence how expressions are perceived and interpreted. Cultural awareness is essential to the classroom environment. This project offers students an opportunity to break down cultural barriers, build cultural bridges, learn how to love, and appreciate those that are different. The idea is to make power moves with words, experiences, and creativity. Scholars will be taught lessons with high expectations and a strict level of sensitivity. This project will help ensure that influences are relatable and that the children will embrace who they are.

THE STUDENTS:

This project can be modified or enriched based on the learning needs and styles of the targeted students in grades 3–12. The disseminator currently teaches at a Title I school with a class population of 25 students: 14 female; and 11 male. Ages range from 10–12 years old with the following demographics: 23 African-American, 1 Hispanic, and 1 Multi-racial.

THE DISSEMINATOR:

Tavauna Grimes Owens has been a dedicated educator at North Side Elementary for three years. She is a beloved teacher who is known for her passion for teaching and her

caring nature towards her students. Tavauna teaches intermediate scholars and is all about making learning fun and engaging for her students while making sure to teach with fidelity. Tavauna is highly respected by her colleagues for her creativity and dedication to her profession. She is always willing to lend a helping hand and share her ideas with other teachers. In addition to helping her students close their achievement gaps, she also develops herself professionally. With a bachelor’s degree in education, a master’s in special education, and over 1,500 hours of in-service learning, she is sure to make a difference in the lives of children she encounters.

MATERIALS & FACILITIES:

The materials for this project include but are not limited to, writing journals, cardstock paper, colorful notebook paper, pencils, a portable speaker, camera, colored pencils, and a portable printer. *Materials may vary by grade level, differentiation methods, and accommodations.

RESOURCES:

The Florida Benchmarks for Excellent Student Thinking (BEST) were used as a resource to establish targets, goals, and objectives. Classroom material and curriculum resources were crucial during the planning process. Amazon is the store used to purchase materials.



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MORE INFORMATION:

TAVAUNA GRIMES OWENS

North Side Elementary
120 NE 11th Street
Fort Lauderdale, FL 33304

754-322-7450

tavauna.owens@browardschools.com

Principal: Ms. Heilange Porcena





OUTCOME:

Awareness of the positive impact conserving food has on the environment and the community as well as financially. Learning how to start a cafeteria share table program and access to resources and curriculum around reducing food waste.



START A CAFETERIA SHARE TABLE PROGRAM

QUOTE:

“To waste, to destroy our natural resources, to skin and exhaust the land instead of using it so as to increase its usefulness, will result in undermining in the days of our children the very prosperity which we ought by right to hand down to them amplified and developed.”
— Theodore Roosevelt

THE PROJECT:

Empowering children to protect their environment and feed their community-up to 11 million perfectly good unopened and unpeeled food items are discarded in our school cafeterias each year. A student food waste audit revealed one small school was throwing away approximately 52,000 unopened and unpeeled food items per school year. This project will empower teachers and schools to save food and donate to the community through the cafeteria share table program. Cafeteria share tables teach children the value of food, protecting the environment, and contributing to their community. Information and resources will be provided on how to start and sustain a share table program at your school.

THE STUDENTS:

Students in grades K-12.

THE DISSEMINATOR:

Before 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 piloted the BCPS food recovery program and led the school to receive the US DOE Green Ribbon Award. The food recovery program has been replicated in schools throughout Florida. In addition, she spearheads Food Waste Prevention

Week with a team of leaders throughout the country to shine a light and inspire action to conserve food.

MATERIALS & FACILITIES:

Share table, refrigerator, temperature log Guide to conducting a student food waste audit WWF Food Waste Warrior Toolkit Food Matters Action Kit.

RESOURCES

- Guide to conducting a student food waste audit
- WWF Food Waste Warrior Toolkit
- Food Matters Action Kit



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MORE INFORMATION:

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 STEM+Computer Science
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elaine.fiore@browardschools.com

Administrator: Ms. Susan Cantrick





OUTCOME:

Civics education is not limited to participation in politics and society; it also encompasses participation in classrooms, neighborhoods, groups, and organizations. In civics, students learn to contribute to public processes and discussions of real issues. Students can also learn civic practices such as voting, volunteering, jury service, and joining with others to improve society.



WE THE PEOPLE: STEM-BASED CIVICS EDUCATION

QUOTE:

"Civics helps students engage in critical thinking and writing, which engages those 21st-century skills that will be essential in their future. In examining civics, we cultivate empathy."
—Amanda Setters, Curriculum Associate, iCivics

THE PROJECT:

The project takes the important topic of civics education and ties it with STEM-based topics and projects to make the learning hands-on and meaningful. This project links to all areas of the curriculum. For example, when studying the Constitution (Constitution Day, September 17), students are challenged to create a protective cover for historical documents. Students will be actively engaged as they learn about five different forms of government (democracy, oligarchy, monarchy, anarchy, and dictatorship) as they complete a hands-on straw tower STEM challenge. Students connect to historical inventions by reading books about the amazing engineers, scientists, and entrepreneurs in the past who have impacted lives with their perseverance and problem-solving skills. Students talk about the inventions and the characteristics of the inventors. Then they create prototypes of the inventions with an engineering design challenge. They also look at a map and pinpoint where the invention originated. Here is a list of some favorite "history of inventions" books:

- Girls Think of Everything: Stories of Ingenious Inventions by Women
- How the Cookie Crumbled: The True (and Not-So-True) Stories of the Invention of the Chocolate Chip Cookie
- Pop! The Invention of Bubble Gum
- Have You Thanked an Inventor Today?

In lessons where a design challenge does not fit into the scope of the topic—like an event or period without a prominent person, industry, or innovation—students use technology to retell or describe the topic. Students do a green screen reading of historical works of literature. They make musical instruments and play cultural or historically significant songs. They can use stop-motion animation to act out an important event or celebration and can include virtual reality tours of military museums or the International Space Station.

THE STUDENTS:

The project was implemented with a class of third-grade gifted and high-achieving students.

THE DISSEMINATOR:

Tara Dukanauskas has taught all grades K-6. She has her master's degree and is National Board Certified in early childhood education. She has written and implemented many grants over the years.

MATERIALS & FACILITIES:

Materials are easily obtained.

RESOURCES:

Many resources are available and will be shared.



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MORE INFORMATION:

TARA DUKANAUSKAS

North Andrews Gardens Elementary
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Oakland Park, FL 33334

754-322-7300

tara.dukanauskas@browardschools.com

Principal: Ms. Catrice Duhart





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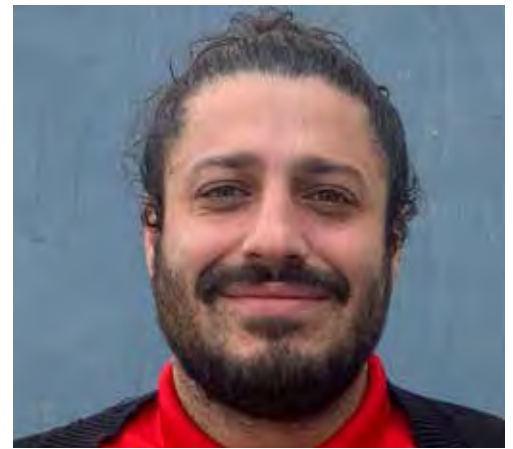
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OUTCOME:

The imaginative world and character-building game of Dungeons & Dragons provides endless opportunities for the simulation of real-life social situations. This program will allow reluctant readers and learners to organically discover that there is passion in reading and learning.



CRAWLING & DRAGON-RIDING TO LITERACY, LEARNING & LAUGHING

QUOTE:

"Children learn as they play. Most importantly, in play children learn how to learn."
~ O. Fred Donaldson

THE PROJECT:

Through organized group play, students will improve their social-emotional awareness/skills and conflict-resolution abilities. Additionally, literary standards can be consistently reinforced through gameplay, as students alternate between roleplaying characters and the Dungeon Master – the player responsible for narrating the story, roleplaying the monsters and NPCs (non-player characters), and improvising the plot depending on the other player-characters decisions. In addition to supplementing the ELA curriculum, this program uses the group story-telling game to foster a creative and comfortable environment for students to process social interactions without the nerves and anxiety produced by the finality of real-life social situations.

THE STUDENTS:

Approximately 230 students in grades 6 through 8, from all levels of academic achievement, participated. The disseminators' school is a Title I school; over 52% of the students are ELL, and numerous students are under IDEA and 504 plans.

THE DISSEMINATOR:

Jason DeLeo is a seventh and eighth-grade English language arts teacher at Championship Academy of Distinction in Hollywood. He has been teaching middle school ELA since 2020, coaches the school's flag football team, and runs the school's Dungeons & Dragons Club. Jason has a Juris Doctorate from Florida International University College of Law.

Vicki Ahern, MDR is a sixth/seventh English language arts and seventh-grade civics teacher at Championship Academy of Distinction in her fourth year of teaching. In 2015, Vicki was appointed by Governor Rick Scott to serve on the Florida Independent Living Council's Board, the National White House Subcommittee for Civil Rights and Education, and as a liaison to the Florida Alliance for Assistive Services and Technology. In 2020, Vicki received her master's degree in dispute resolution from Touro University.

MATERIALS & FACILITIES:

The facility can be in a classroom, auditorium, library, or cafeteria, depending on the number of participants and teams. (1) Core Rulebook Set - \$80-\$170 Includes the three (3) core Rulebooks:

- The Player's Handbook
- The Dungeon Master's Guide
- The Monster Manual.

RESOURCES:

- <https://seriousgameslife.wordpress.com/2017/12/11/remixing-dd-student-self-reflection-formative-assessment-in-a-playful-way/>
- <https://letgrow.org/educational-benefits-dungeons-and-dragons/>
- <https://dnd.wizards.com/resources/educators>
- <https://www.kqed.org/mindshift/51784/how-dungeons-dragons-can-help-kids-develop-social-emotional-learning-skills>

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MORE INFORMATION:

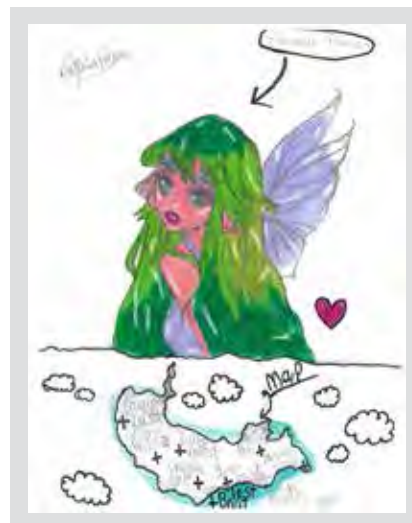
JASON DELEO & VICKI AHERN

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vahern@championshipacademy.org

Principal: Dr. Frank Gaines



**OUTCOME:**

A pre-test will be administered at the beginning of the project and a post-test at the end of the project to gauge student knowledge acquisition. Students will be able to see their learning documented through that assessment as well as several mini-assessments embedded within the project as the year progresses, as the curriculum will be designed to allow students to learn through hands-on interaction with the garden. plant growth.



HEALING GARDEN

QUOTE:

“Teachers have to find unique methods to engage and support the students to become more involved and motivated and focused in the academic setting. A school garden club will serve to meet both the opportunity for academic achievement and emotional support.”

THE PROJECT:

The proposed project is to establish a school-based garden as a social-emotional learning (SEL) resource to enhance the science curriculum of middle and high school students at risk of failure. The purpose of the garden is to provide classroom-based and experiential activities that support both academic and emotional needs. The project will utilize SEL research-based competencies defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and develop opportunities for at-risk middle school students to learn science in a fun way, thus improving science knowledge acquisition. Research has shown that enhancing science through school gardens benefits students by providing active and engaging real-world experiences; enhancing students’ connection to nature; offering a setting for integrated, holistic learning; and fostering nature-related values (International Journal of Science Education, 2015). The school garden will allow participants to expose students to building and maintaining raised-bed garden kits, engaging in classroom garden-based lessons focused on nutrition, plant science, horticulture, and youth development to demystify the sciences and normalize its use in daily life. The school garden will connect the students to a community partnership with The Fruitful Field, a gardening organization that mentors youth involvement in garden projects

throughout the county. Students will also be able to use their science notebook, so any information they record in their notebook may be used during assessments. Students will also be assessed on how they solve problems and create solutions in their groups as they plan and develop various stages of the garden. Community gardeners from The Fruitful Field, a gardening organization, will mentor students throughout the project to help with designs and hands-on gardening activities to manage and maintain the garden. Students will take before and after pictures in the garden, including photos monthly to track.

THE STUDENTS:

Our student population includes exceptional student education (ESE) learners, English Language Learners (ELL), and students completing recovery classes to meet graduation criteria. Students participating in this project received an FSA score of level 1 or 2 in either reading or math. These are 100 learners with challenges that include course failure in math, science, and reading, and a level 1 in ELA district testing.

THE DISSEMINATOR:

Julietta Ambrose is a teacher at Cypress Run Education Center.

MATERIALS & FACILITIES:

The long-term objective for both partners is to work toward maintaining a student/teacher-run garden at the school.

- Gloves (small and large)
- Garden boxes (for raised beds)
- Organic seeds & plants
- Spades (for digging small areas)
- Bags of soil (for raised beds)

- Shovels
- Steel wheelbarrow
- Student rewards/celebration prizes

RESOURCES:

- Teachers
- Students,
- Tools
- Soil
- Plants
- Seeds

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MORE INFORMATION:

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Principal: Dr. Karlton Johnson





OUTCOME:

The students have worked with kindergarten teachers and students to create a Kindergarten Round-Up video, with second graders to produce a movie of student project presentations and are currently working with three preschool and pre-K classrooms to produce an end-of-the-year video for each class. They are also working on a longer feature show that highlights the school's first year with its food forest.



LIGHTS! CAMERA! CELEBRATE!

QUOTE:

"It's still magic even if you know how it's done"
— Terry Pratchett

THE PROJECT:

"Lights! Camera! Celebrate!" is used to show the community who students are and what they have learned! The News Crew is ready to co-create movies with students as young as 4 years old to teachers who may be using Canva for the first time. The content of the movies varies, depending on the needs of the group requesting the services. Teachers have created videos that highlight each student's application of the standards learned in a unit creating a culminating project based on rigorous curriculum. A video for Kindergarten Round Up captures the totality of a kindergarten student's experience in a few minutes. Students have learned how to patiently guide students while ensuring that the mentee is making production decisions. This develops caring relationships across grade levels and increases students' sense of agency. When teachers and students see the final product, they are overwhelmed by the professional and polished feel of the videos. It makes each kid feel like a superstar.

THE STUDENTS:

The mentees are middle school students in the TV production course that produces the morning news show. The mentees are in various classes from Pre-K through 8th grade.

THE DISSEMINATOR:

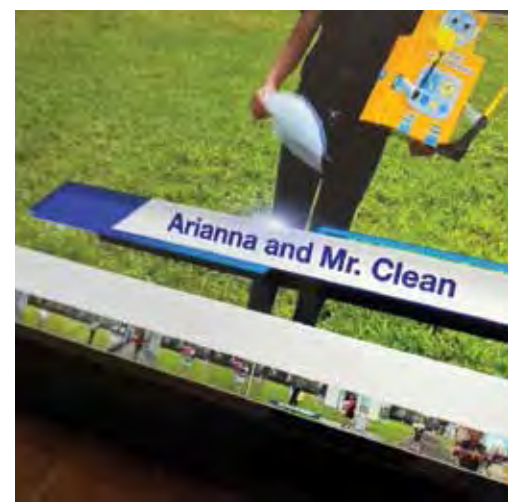
Laura is currently the media specialist at AC Perry PK-8. She has been with Broward County Schools for over 30 years and finds that each year brings something new to learn and explore.

MATERIALS & FACILITIES:

Any classroom or media center could serve as the facility. Other than digital resources (see below), no materials are required.

RESOURCES:

This digital project requires a device for taking photos and video clips (such as iPads), a device for organizing content (such as iPads), and a digital program for organizing digital content and creating movies (for example, PowerPoint and iMovie).



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MORE INFORMATION:

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Miramar, FL 33023

754-323-7050

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Principal: Mr. Thomas Correll





OUTCOME:

Through participation in the Zen Zone, students will learn and practice self-regulation. Students will increase attendance and decrease discipline concerns while taking care of themselves.



ZEN ZONE

QUOTE:

"Students who are not regulated will struggle to be educated"

—Meredith Draughn, 2023 SCOY

THE PROJECT:

Zen Zones will reduce the stigma of mental health and help students learn how to cope in healthy ways to be ready to be educated. In turn, students will be encouraged to reach out for help and to notice signs of distress in themselves and their peers. The project is intended for schools' mental health professionals (school counselors, social workers, family therapists, etc.) to have a confidential space to offer short-term counseling services, such as group and individual counseling. However, it can also be adapted to any space, even a corner of the classroom or office. Zen Zones are adaptable to space and age.

THE STUDENTS:

This project can be adapted to any age group. The disseminator currently serves as a district support counselor in multiple schools. The project is in use at a Title 1 middle school with all demographics and about 1,000 students.

THE DISSEMINATOR:

Tabitha McAuley started her career as a school counselor after graduating with her master's degree in counselor education from the University of Central Florida in 2019. She currently works as a district support counselor assigned to multiple schools and has experience with all grades, Pre-K through 12.

MATERIALS & FACILITIES:

The materials for this project include, at a minimum, space, comfortable seating, calming objects (fidgets, breathing board), and differential seating. To contribute to a calming environment, lighting, decor, and craft objects such as markers and paper could be included. Younger age groups may enjoy stuffed animals and play dough, while older groups might enjoy reading books, a dark space, or a blanket. Materials can vary based on space and availability.

RESOURCES:

Florida State Standards were used as a resource to create learning goals and objectives for the lesson. Amazon.com, Shein.com, Walmart, and Target were utilized as resources for purchasing materials. Suggested materials are listed as well.



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MORE INFORMATION:

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Principal: Ms. Jill Slesinski





OUTCOME:

The outcome will be their completed performance project, which could be shared with younger students, parents, etc.



AND WE'RE ORFF!!!

QUOTE:

“Children need to be challenged to think in different ways. A simple story will transform into a beautiful lesson and performance-ready product through exploration and experimentation, observation and imitation, improvisation, and creation as well as independence.”

THE PROJECT:

Musical concepts are learned through singing, chanting, dance, movement, drama, and the playing of instruments as various children's stories are transformed. Improvisation, composition, and a child's natural sense of play are encouraged. Students explore, improvise, and create as they choose instruments for each character or sound effect to bring the story to life. They improvise on those instruments to represent an action. Young students identify the main idea of the story and begin to understand sound discrimination and how to work with various timbres, such as woods, metals, skins, and shakers for specific types of sound based on the characters, sound effects or actions within the story. A main theme and accompaniment can be created, as well as addressing vocabulary sprinkled throughout the pages. The children act out the story, working things out together or in small groups, creating the action that is inspired from the story.

THE STUDENTS:

This project is intended for kindergarten students and first and second graders as a unit during the first or fall semester.

THE DISSEMINATOR:

Jess Gronberg, Hawkes Bluff Elementary

MATERIALS & FACILITIES:

"Creative Bits with Children's Lit" - Inspiration of Project

Various children's storybooks, including Silly Sally, JUMP!, Mr. Duck Means Business, Courage, Alexander and the Terrible, Horrible, No Good, Very Bad Day, A Porcupine Named Fluffy, Shake Dem Halloween Bones, How I Became a Pirate, Farkle McBride, Tacky the Penguin, Cat Goes Fiddle-i-fee, Tambourine Moon, and Old MacDonald Had a Dragon.

Instruments - Xylophones/metallophones and mallets, cabasas, guiros, triangles, woodblocks, sandpaper blocks, rhythm sticks, finger cymbals, jingle bells, movement scarves, puppets

RESOURCES:

That's So Orff!, S'More Bits with Children's Lit, Traditional Tales to Sing and Tell, and The Orff Anthology



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MORE INFORMATION:

JESS GRONBERG

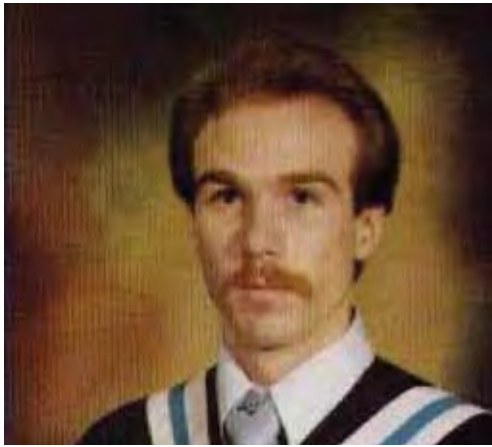
Hawkes Bluff Elementary
5900 SW 160th Avenue
Davie, FL 33331

754-323-6100

jessica.gronberg@browardschools.com

Principal: Ms. Melinda Cunningham





OUTCOME:

Students will be immersed in a state of mindfulness, with an attitude of acceptance and non-judgment that has a range of cognitive, social, physical, spiritual, emotional, and psychological benefits. The competencies of self-awareness, self-management, and relationship skills from the Life Skills and Wellness framework are used throughout the drum circle experience.



A DRUMMER’S MASQUERADE

QUOTE:

“Drumming increases our Alpha brainwaves, those brainwaves associated with feelings of well-being and euphoria.”

—Robert Lawrence Friedman

THE PROJECT:

“A Drummer’s Masquerade” will empower students and teachers alike. Drum circle participants will have an opportunity to explore, identify, and connect with their emotions. Other hands-on activities and projects are also included. The presentation provides detailed lesson plans that address the Florida State Life Skills and Wellness standards.

THE STUDENTS:

This project can be modified or enriched based on the level of students K–12. The disseminator currently teaches at a Title 1 school, with a class population of 20 students: 10 girls/10 boys, ages 10-11 with the following demographics: 5 Black, 7 Hispanic, 3 White, 3 Russian, 1 Multiracial, 1 Other.

THE DISSEMINATOR:

Kevin Cadotte has been teaching for over 20 years. He earned his bachelor’s degree from the University of Windsor, Ontario, Canada, and a master’s degree and PsyD in clinical psychology from New York University. He is also a drama therapist in private practice. Kevin achieved National Board Certification in 2008 and was named Teacher of the Year at Oakland Park Elementary School the same year. He also taught in Costa Rica for six years, earning his IB Primary Years Program (PYP) certification.

MATERIALS & FACILITIES:

The materials for this project include, but are not limited to, conga drums; plastic buckets; drumsticks; papier-mâché masks and decorations; My Emotions Journal and Log Book; life skills and wellness writing prompts; emotions thermometers; various colors of permanent markers, metallic pens, and paint pen markers; spray paint (red, brown and black); hot glue gun; clothespins; and small plastic cups.

RESOURCES:

Florida State Standards were used as a resource to create teaching targets, learning goals, and objectives for the lessons and activities. Amazon.com was utilized as a resource for purchasing materials. Youtube.com was referenced for the various drumming videos.

Video of students drumming: <https://www.youtube.com/shorts/uriZ4WrxJ4w>



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MORE INFORMATION:

KEVIN CADOTTE

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754-323-5350

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Principal: Mr. Lewis Jackson





OUTCOME:

Students will have increased self-awareness and skills to de-escalate and engage with others, allowing students to be more successful in standards-based content, resulting in increased proficiency and reduced disciplinary actions.



SOCIAL SCENARIO CHOICE BOARD

QUOTE:

“I think self-awareness is probably the most important thing towards being a champion.”
—Billie Jean King

THE PROJECT:

This project focuses on providing social emotion choice boards that provide students with opportunities to have guided conversations with their instructor based on situational/school culture. Students use the choice board activities to identify appropriate resolutions and action plans when facing situations to ensure that students are equipped with tools for success. This project includes worksheets, handouts, scenarios, skits, and opportunities for students to practice conflict resolution skills and self-management, and to identify appropriate behaviors and responses.

THE STUDENTS:

Title I middle school students from diverse backgrounds and cultural settings who have all been sheltered in their homes with minimal interactions for extended times during the pandemic and who need additional structure and guidance to understand appropriate interactions and engagement with their peers and adults.

THE DISSEMINATOR:

Tawanna Rowe, a math educator and department head, has served Broward County Public Schools for five years. As a second career, she saw the need for educators who could provide not only instruction but also real-world experiences to students. Ms. Rowe is affectionately known at Crystal Lake as a rich teacher—“rich” meaning having an abundance of knowledge; cultured and well versed—and that’s the exact experience she provides to her students. As an educator with

an understanding that student success begins first with their perception of who they are, she has focused on relationship over rigor and developing meaningful relationships to help students meet not only their academic goals but their overall life goals.

MATERIALS & FACILITIES:

- SEL toolkits
- Journals,
- Markers,
- Highlighters,
- Collaborative PowerPoint presentations

RESOURCES:

SEL district handouts, books, and Cases.com



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MORE INFORMATION:

TAWANNA ROWE

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Principal: Mr. Earnest Toliver





OUTCOME:

The students will have focus and peace of mind; they will be ready to learn.



MAXIMIZE POTENTIAL

QUOTE:

“Every day is a new beginning. Take a deep breath. Smile, and start again.”
—*Author Unknown*

“Breathe. Let go. And remind yourself that this very moment is the only one you know you have for sure”
— *Oprah Winfrey*

THE PROJECT:

The disseminator will show teachers, in person or online, how to access the application Inner Explorer found in their Canvas. She will share ideas that include reading, writing, and practicing habits to encourage good health, and will show materials that she uses to maximize potential once students are ready to learn.

THE STUDENTS:

The disseminator works with high school students, but these activities can easily be adapted to elementary and middle-grade learners.

THE DISSEMINATOR:

Diana Haneski, the media specialist at Marjory Stoneman Douglas High School, is known for her enthusiasm, energy, and willingness to help students and teachers find the books they want to read and the information and technology they need. A library teacher for 25 years, Diana holds National Board Certification in library media, a Master of Science in information studies, and a Bachelor of Arts in communication speech, and theatre. Diana was awarded the distinction of a Florida Power Library School while in her current position at Marjory Stoneman Douglas High School. She believes more than ever that it is important to speak up and be an advocate for students

and library media centers. With her therapy dog River, she helps students and teachers reduce anxiety and stress with breathing and mindfulness activities.

MATERIALS & FACILITIES:

There are many ideas for materials because Inner Explorer helps to focus students so that they are ready to learn. Inner Explorer can be utilized on a small device or a large Promethean board. As long as the students can hear the narrator, they will experience the benefits of Inner Explorer.

RESOURCES:

Suggestions for items to enhance learning with IE (Inner Explorer):

- Composition books
- Journals
- Happy Planners
- Stickers
- Special markers, pencils and pens
- iPads and other digital devices
- Speakers
- Microphones and headphones
- Books
- Manipulatives to help calm
- Squeeze balls
- Craft items for creating art that helps students calm
- Drawing and painting paper and supplies



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MORE INFORMATION:

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Principal: Ms. Michelle Kefford



dif·fer·ence

/noun/

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

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OUTCOME:

The goal was to provide a stress relief for students after a long day of hard work where they could simply just listen and enjoy a story. During the readings, we designed activities to coincide with the theme of each novel. This concept evolved into culminating activities so extensive that the classroom was transformed with decorations and props and parents volunteered to assist with the activities.



READING IS A NOVEL IDEA!

QUOTE:

“Reading gives us someplace to go when we have to stay where we are.”
– *Mason Cooley*

THE PROJECT:

The project “Reading is a Novel Idea!” uses various developmentally appropriate literature to review English/language arts skills as well as innovation in various curricular content areas. Instruction through chapter books, novellas, and novels will be used to dive deeper into ELA skills such as character analysis and development, author’s purpose, comprehension, and vocabulary. For example, *Chocolate Fever* by Robert Kimmel Smith is a novel the disseminator uses in the primary grades (as an extended read-aloud with first grade; and in literature circle with second grade). Each chapter is discussed in a book club-type format to assess comprehension and draw text-to-self connections. English/language arts standards covered include but are not limited to, the following: LAFS.1.RL.1.1: Ask and answer questions about key details in a text; LAFS.1.RL.1.2: Retell stories and demonstrate understanding of their central message; LAFS.1.RL.1.3: Describe characters, settings and major events in a story; LAFS.1.R.L.2.4: Identify words and phrases in stories and poems that suggest feelings or appeal to the senses; LAFS.1.RL.2.5: Explain major differences between books that tell stories and books that give information; LAFS.1.RL.2.6: Identify who is telling the story at various points in the text; LAFS.1.RL.3.7: Use illustrations and details in a story to describe its characters, setting and events; LAFS.1.RL.3.9: Compare and contrast the adventures and experiences of characters in stories. In addition to the ELA standards, theme-based enrichment activities are included to encompass other curriculum areas.

THE STUDENTS:

The project was originally designed for and implemented with first-grade gifted/high-achieving students aged 6–7 years old with the following demographics: 13 girls/8 boys; 7 White, 5 Black, 5 Hispanic, 2 Asian, 1 Multi-Racial, 1 Other.

THE DISSEMINATOR:

Jeannie Krouch has been teaching in Broward County 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 Award for Excellence in Creative Teaching from the Florida Association of Gifted Teachers in 2018 and again in 2023. 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 her outstanding original social studies curriculum. Most recently, Jeannie won Teacher of the Year at Westchester Elementary School in Coral Springs.

MATERIALS & FACILITIES:

- *Chocolate Fever* by Robert Kimmel Smith
- *Flat Stanley* by Jeff Brown
- *Hoot* by Carl Hiaasen
- *The Wizard of Oz* by L. Frank Baum
- *How to Eat Fried Worms* by Thomas Rockwell
- *Freckle Juice* by Judy Blume
- *The Lemonade War* by Jacqueline Davies
- *The Secret Garden*
- by Frances Hodgson Burnett

RESOURCES:

- audible.com
- wattpad.com
- openlibrary.com
- tumblebooks.com
- scholastic.com

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MORE INFORMATION:

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jeannie.krouch@browardschools.com

754-322-8900

Principal: Ms. Melissa Geraine



**OUTCOME:**

The outcome of this project will be that students will be able to read, comprehend, analyze, and create examples of the vocabulary words that they need to know for the FAST assessment. Students will also be fully engaged by thinking critically and creating their own short stories that will help them build vocabulary skills, work collaboratively as well as independently, and share their content with the class.



VOCAB-CO-LAB

QUOTE:

"Vocabulary is a matter of word-building as well as word-using."

— David Crystal

THE PROJECT:

The project will use lessons that help students define, comprehend, write, draw, discuss, and play games with the vocabulary words and literary terms for the FAST test. This can be done virtually using Microsoft Teams. It can be done using OneNote, Forms, and the other third-party apps in Microsoft Teams.

The teacher will teach the entire class the vocabulary/literary terms. Students will work initially in a whole group with the teacher. The teacher can teach the words using five to 10 vocabulary words per week. It can be taught using the following during the week and to reinforce the words using the Frayer Model—Definition, Fact(s)/ Characteristics, Examples and Non-examples; Vocabulary Improvement Strategy (VIS) Chart - Word, Definition, Sentence, Synonym/Clue; and a PowerPoint creation using the Frayer Model and/or VIS chart. The teacher will model this to the class. Then, students will work independently or in pairs to complete the vocabulary words.

THE STUDENTS:

The project was designed for ninth-grade students; however, it can be adapted for any grade level or age group. It can also be adapted for any classroom subject area.

DISSEMINATOR:

Candace Blake has been teaching in Broward County Schools since 2003. She is an educator at Coral Springs High School. She received her Bachelor of Arts in English from Florida Atlantic University. Mrs. Blake holds two master's degrees. She has a

master's degree in educational leadership from Florida Atlantic University, and she has another master's degree in English from Grand Canyon University.

MATERIALS AND FACILITIES:

The following materials are needed:

- literary and vocabulary words list for the rotation stations
- computers/ laptops
- Elmo projector and/or LCD projector
- Colored printer (EcoTank)
- Index cards
- White and colored printer paper
- Chart paper
- Filler paper
- Pencils

RESOURCES:

- Literary words list
- FAST Benchmarks
- Flipgrid account
- OneNote notebook for the vocabulary terms, rubrics, and other documents



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MORE INFORMATION:

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candace.blake@browardschools.com

Principal: Ms. Vivian Suarez





OUTCOME:

Students increased their reading fluency and comprehension. They learned about world history by researching the period during which their biographical person lived. Test scores are still pending.



BIOGRAPHICAL BOOK CLUBS

QUOTE:

"Reading is an exercise in empathy; an exercise in walking in someone else's shoes for a while."

— *Malorie Blackman*

THE PROJECT:

"Biographical Book Clubs" is a student-centered project in which students work together to read a biography (or memoir) and have meetings, where they discuss the text and complete various comprehension tasks. Student groups work together to plan their reading tasks, work on their projects, and chart character traits. This project helps students build their reading stamina, provides independence and choice to build engagement, and helps students develop leadership skills as they establish roles and accountability within their groups.

THE STUDENTS:

This project was completed with approximately 100 sixth graders in the Cambridge program, but the disseminator would like to expand the project to her other classes, for a total of 160 students (plus students of other teachers who want to borrow the books). The purchase of more copies of books, as well as a greater variety of books, will allow her to expand the project to more classes. The school's demographics are as follows:

- 19.4% white
- 4% Black
- 70.7% Hispanic
- 2.2% Multiracial
- 3.7% Asian

DISSEMINATOR:

Jennifer Wilson has taught in Broward County schools for eight of her 16 years of teaching. She teaches language arts (and sometimes science) at Tequesta Trace Middle School. She was a 2022-2023 finalist for District Teacher of the Year. This is her second Disseminator Grant. Her main goal as an educator is to develop lifelong learners and readers.

MATERIALS & FACILITIES:

Biographical books from the B.E.S.T. Standards list and more are available in Destiny.

- PowerPoint or Google Slides and forms
- Gamification sites, such as Kahoot and Blooket
- Glue sticks
- Scissors
- Collaborative work rubric
- I am Poem Worksheet: i_am_poem_worksheet.pdf (illinois.edu)
- Promethean or other Smart Board or projector

RESOURCES

- Collections sixth-grade textbook
- HMH Into Literature textbook
- School literacy coach
- Teachers Pay Teachers
- Common Sense Media and other sources of book reviews
- B.E.S.T. Standards List
- Volunteers to help cut paper
- Follett Destiny catalog through the school's media center
- Office or Google Forms



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MORE INFORMATION:

JENNIFER WILSON

Tequesta Trace Middle

1800 Indian Trace

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754-323-4400

wilson.jennifer83@gmail.com

Principal: Mr. Robert Rivera



**OUTCOME:**

Students will increase their ability to distinguish fact from opinion. Students will increase their knowledge of world issues. Students will increase their use of appropriate digital research tools. Students will identify topics and main ideas. Students will identify primary and secondary sources of information. Students will use information literacy skills to develop, support, and conclude a well-thought-out thesis.



IT'S ESSENTIAL

QUOTE:

“Research is creating new knowledge.”
— Neil Armstrong

THE PROJECT:

In this project, students created a research paper using two sides or points of view of a topic by identifying a leading issue (a current issue) with a global perspective. Students learned to use a research process model—identify a topic/issue; develop basic knowledge about the issue; select a focus; separate fact and opinion; write a thesis statement; use supporting evidence from valid sources; draw conclusions; and apply the knowledge in a well-organized research paper. At the onset, students used various research databases to identify significant sides of the issue by developing essential and supporting questions. “It’s Essential” is a project that adapts well to all grade levels.

THE STUDENTS:

“It’s Essential” can be easily adapted to any grade level from basic research skills using a shortened version of FINDS or The Big 3 (a shortened version of the Big 6) research process models, to the full versions of the models for grades 3–12. The teacher-created research guide can be adapted for any grade level, content area or program. This project can help to promote essential, lifelong information problem-solving and critical thinking skills.

THE DISSEMINATOR:

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

MATERIALS & FACILITIES:

The school media center, laptops and interactive display boards, research guides, online databases, and district online resources.

RESOURCES:

- School laptops
- District digital resources
- 3D printers
- Color printers
- Arts and crafts
- Makerspace creation supplies
- Colored pencils/makers
- Glue
- Scissors
- Colored paper
- Interactive display boards



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MORE INFORMATION:**DONA MAGGIO**

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Principal: Ms. Vivian Suarez





OUTCOME:

The benefits of Books and Blankets include fostering positive connections with peers; increasing how much students read; improving readers' enjoyment of what they read; and encouraging mindfulness regarding what students share with their peers.



BOOKS AND BLANKETS

QUOTE:

“We are all social beings who seek affiliation with others who share common values and interests. Readers need other readers.”

—Donalyn Miller

THE PROJECT:

Books and Blankets is a school-wide literacy project that celebrates reading. This project can help teachers and schools build reading communities in their buildings. Students and staff are invited to the courtyard to read and share a book. Through natural curiosity, students and teachers have bite-sized conversations about their books over lunch. All participants can walk away from the experience with a few new titles to add to their TBR (To Be Read) list. Books and Blankets is held once a quarter to promote and encourage independent reading for joy.

“It was such a good idea to have a small picnic to just sit down on blankets, eat our lunch, read books, and chat with our friends. I felt very relaxed during it, and the fact that the weather was great made it even better. I was glad that I was able to get farther with my reading. But the thing that made me happy the most was that my friends showed up as well. I only told one of my friends about the Books and Blankets, but it made me feel warm inside that more of my friends came to join.”—10th-grade student.

THE STUDENTS:

Nova High School is a public school located in Davie, Florida. Nova is a lottery school that serves 2,248 students from all communities in Broward County. This project has been implemented with students in grades 9–12. Books and Blankets can be adapted to meet the academic needs of all students.

THE 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. Jennell has a passion for sharing strategies and resources related to literacy. She is an Innovative Teacher grant recipient, Adapter grant recipient, Innovative Teacher Disseminator, and has received funding for several projects through DonorsChoose. Mrs. Lozin is a proud Little Free Library steward, providing books for the families in her neighborhood. She is a planner addict who loves reading, baking, and raising butterflies.

MATERIALS & FACILITIES:

- Blankets
- Books
- Bookmarks
- Lunch (provided by the participant)
- Large outdoor space

RESOURCES:

- Media center collection
- Teacher classroom library
- Broward County Library



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MORE INFORMATION:

JENNELL LOZIN

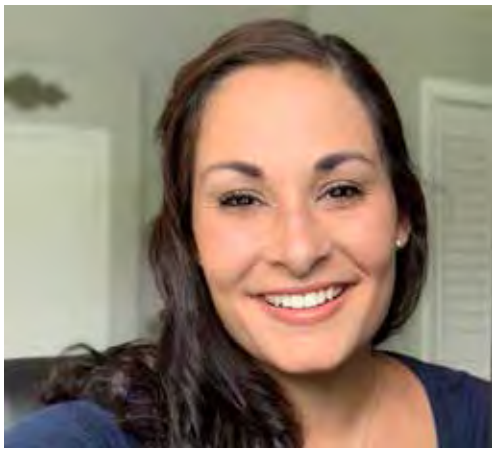
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Principal: Ms. Olayemi Awofadeju





OUTCOME:

Bringing read-alouds to life using Novel Effect and Makerspace challenges has the potential to transform the way students engage with reading, which over time has a direct correlation to reading competence levels and cultivating a lifetime love of reading in students.



ZIP! ZAP! ZOOM! BRINGING BOOKS TO LIFE WITH NOVEL EFFECT

QUOTE:

By bringing Novel Effect to libraries and schools, teachers will be able to enhance the reading experience for children and promote a lifelong love of reading.

THE PROJECT:

Reading aloud is an essential component of early childhood development, helping children develop language skills, vocabulary, and imagination. However, many children find reading boring or difficult to engage with, leading to a lack of interest and motivation to read. Novel Effect is an innovative technology that provides a new way to engage children with reading by adding sound effects and music to the reading experience. Pairing the app with teacher costumes and Makerspace challenges truly brings read-aloud to life for students.

THE STUDENTS:

Students in all grade levels and studying any content area can benefit from read-aloud. Reading aloud to children has several proven advantages, including but not limited to fostering listeners' construction of meanings, connecting thoughts and experiences across texts, utilizing past knowledge, and challenging new terms from the book.

THE 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 are now librarianship, technology, and advocacy. Her daily goal is to make a difference in the world and the 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 a Broward County Association of Media Specialists

executive board member. She holds many ambassadorships, such as Microsoft Innovative Educator Expert, Buncee, Wakelet, Nearpod, Newsela, and Flipgrid. Her love for learning is ever-growing and she hopes that it resonates with students and educators.

MATERIALS & FACILITIES:

- Novel Effect subscription
- Plastic Construction Helmet | Engineer Hard Hat | Builder Safety Worker Costume Prop
- Mesh High Visibility Vest with Pockets Reflective Safety Vest for Men Women, Construction Vest
- Party Hats 6 Assorted Dress Up Costume & Party Hats
- CHEFSKIN Chef Hat Black
- STEM Master Building Toys for Kids
- Straw Constructor Toys STEM Building Toys
- LEGO Classic Large Creative Brick Box
- *Magnetic Tiles Toys for Kids, 3D Magnet Building Blocks Construction

RESOURCES:

- Novel Effect Book Activities & Resources
- “How Read-Aloud Can Benefit Older Students”
- “Top 10 Read Alouds for Elementary STEM”



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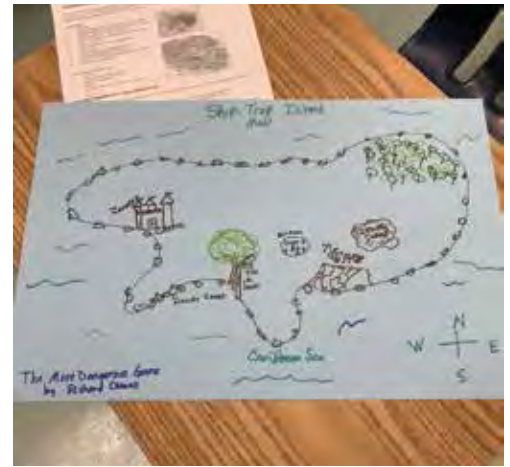
Principal: Ms. Marsha Wagner





OUTCOME:

Students do better when they like and enjoy what they are doing. With the introduction to high-interest stories, the students will gain a new appreciation for reading. Following the completion of the projects, their learning goals will be assessed and modified as needed to help them achieve their learning goals, as well as to promote improvement on the FAST, ACT, and SAT exams.



ONE AND DONE!

QUOTE:

"I have a passion for teaching kids to become readers, to be comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting, and wonderful; learning to be a reader gives a terrific advantage."

—Roald Dahl

THE PROJECT:

"One and Done" will allow a teacher to quickly assess whether students have understood reading material. It is a fun and creative way for students to demonstrate that they have understood their readings. These one-page projects can be used by students to refine their comprehension and improve several aspects of effective reading skills such as theme analysis, character development, and even the meaning of informational text. The project is designed to have students quickly show that they have grasped concepts regarding what they have read.

THE STUDENTS:

The disseminator teaches reading to 12th-grade struggling readers. Most of these students are currently reading on a 5th-grade level. When asked who likes to read, very few students respond positively. These students, who have been struggling with reading for most of their school years, have been conditioned to view reading as a burdensome task. However, reading is needed not only to pass the state standardized test and earn a high school diploma but also to help these students become productive members of society. This disseminator hopes to change students' feelings toward reading while simultaneously improving their reading ability.

THE DISSEMINATOR:

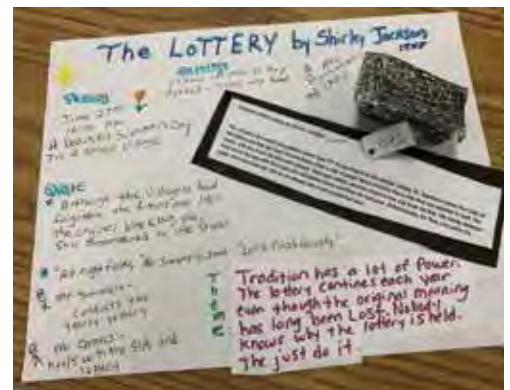
Felice Tzabery is currently in her 34th year of teaching and is certified in exceptional education, reading, and ESOL. She has earned her MS in exceptional education. She currently teaches reading at Coral Springs High School, where she continues to mentor many new teachers. Felice has written several grants over the years, including the Citibank Success Fund, TDIF, DonorsChoose, and The Broward Educational Foundation Adapter Grant. She has been a presenter at the National Conference Coalition of Essential Schools and has presented for the last four years at Broward Education Foundation's Annual Innovative Teacher IDEA EXPO.

MATERIALS & FACILITIES:

- Copies of short stories
- Books
- Paper
- Glue
- Markers
- Printers

RESOURCES:

- Web sites
- Copies of the short stories
- Materials for projects
- Computers
- Printers



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MORE INFORMATION:

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Principal: Ms. Vivian Suarez



**OUTCOME:**

Students will experience attitudinal changes that will keep them coming to school and class on time, an 80% increase in understanding new vocabulary words, and the development of a comic book as one of the main projects in this PBL.



MAKING NOVEL STUDIES GRAPHIC

QUOTE:

"To encourage literature and the arts is a duty which every good citizen owes to his country."
—George Washington

THE PROJECT:

"Making Novel Studies Graphic" is a PBL lesson and students will be participating in a 4-packet PBL. The first packet will include 12 chapter pages of standards-based discussion questions and vocabulary enrichment. Students will complete the back and front of two vocabulary maps, complete four vocabulary words from each chapter, and fill out a vocabulary map, where students will define vocabulary words, provide three synonyms and antonyms, a picture, a sentence, and word facts that include part of speech word origin, and syllable break down/emphasis. They will complete these as forms of formal/authentic assessment; they'll have peer tests where they take the vocabulary terms and "Chalk it out" as a group test-based activity on the sidewalk as timed tests. Those students with ESE and ESOL accommodations will have these forms of assessments verbalized during class discussion and will be provided forms of differentiation to meet the needs of their specific accommodations. Finally, students will turn in the packet of completed discussion questions and chapter vocabulary in an organized fashion as part of their FOLDER/NOTEBOOK/BINDER checks.

THE DISSEMINATOR:

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

THE STUDENTS:

- 80% White
- 20% Multi-cultural (5% Black, 5% Asian, 10% Hispanic)
- 25%-30% ESE
- 10% ESOL
- 200–300 students/ year
- THE DISSEMINATOR:
- Stuart Kalver

MATERIALS:

- School laptops
- Classroom/portable
- Comic book panels
- Graphic novel activity book
- Chalk
- Vocabulary rubric/map
- Novel-study discussion questions
- Microphone/PA (alt versions of assignment)
- PowerPoint (alt version of assignment)
- Computers/ laptops
- Folders (3-prong)
- Colored pencils/markers/crayons

RESOURCES:

- 80% White
- Grade-level novel
- Activity books
- Rubrics/vocab map from The Outsiders activity book
- Graphic novel activity book



Sponsored by:

**MORE INFORMATION:****STUART KALVER**

Pioneer Middle
5350 SW 90th Avenue
Cooper City, FL 33328

754-323-4100

stuart.kalver@browardschools.com

Principal: Mr. Robert Pappas



**OUTCOME:**

Improved reading skills: Through regular exposure to high-quality literature, students can improve their reading skills such as decoding, fluency, and comprehension. Increased motivation to read: By providing an enjoyable and engaging reading environment, students can develop a love for reading and be motivated to read independently.



STORY TIME THEATER

QUOTE:

"Once you learn to read, you will be forever free."

—Frederick Douglass

THE PROJECT:

This project is a storybook club designed for primary-grade students to promote reading and literacy skills. The club involves regular meetings where students gather to read and discuss a variety of high-quality children's books. The project is designed to create a positive and engaging reading environment where students can explore different genres and develop a love for literature.

During the meetings, students will be encouraged to participate in discussions and activities related to the books they have read. This may include creating story maps or graphic organizers, writing summaries or book reviews, or engaging in literacy games and activities. The club will also provide opportunities for English language learners to practice their language skills and build their confidence.

To create a comfortable and inviting reading environment, the club will include seating such as cushions or pillows, and students will be provided with snacks and writing materials. The project may also include parent and family engagement materials and resources to encourage reading and support literacy development at home.

THE STUDENTS:

Overall, the project can benefit a wide range of primary-grade students, regardless of their reading level or language proficiency.

By creating a positive and inclusive reading environment, all students can have the opportunity to develop a love for literature and improve their reading skills.

THE DISSEMINATOR:

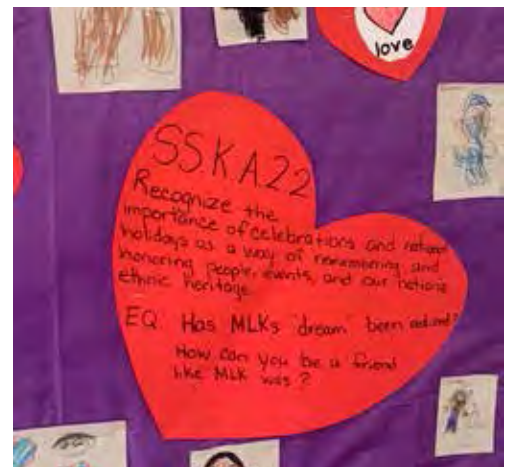
Bakhtawar Azeem, is a second-grade teacher and author who resides in Broward County.

MATERIALS & FACILITIES:

- Books
- Whiteboard and markers
- Cushions or pillows for seating
- Art supplies (e.g., crayons, markers, colored pencils)
- Audio-visual equipment (e.g., projector, computer)
- Snacks
- Name tags
- Writing journals or notebooks
- Classroom

RESOURCES:

- Books
- Library books
- Online reading resources (e.g., Epic, Raz-Kids)
- Book lists and recommendations
- Discussion prompts and questions
- Story maps and graphic organizers
- Writing prompts and activities
- Literacy games and activities
- Parent and family engagement materials and resources



Sponsored by:

**MORE INFORMATION:****BAKHTAWAR AZEEM**

North Lauderdale Elementary
7500 Kimberly Boulevard
North Lauderdale, FL 33068

754-322-7400

bakhtawar.azeem@browardschools.com

Principal: Ms. Nichele Williams





OUTCOME:

- Increase student engagement with real-world data collection.
- Collect and analyze real-life data from various sources.
- Apply data science skill sets across content areas.
- Integrate coding and sensors through physical computing.



DATA DILEMMA!

QUOTE:

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

THE PROJECT:

In this day, computational thinking, computer science, and data science is used to record quantitative observations that can be analyzed to resolve real problems in various fields. For example, soil 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 data collection tools use this property of soil to determine the moisture content and conditions for better water management. Students will learn how to program a micro:bit to conduct hands-on STEM exploration and data collection. They will turn the real-time field data into a visual representation that provides an accurate picture of the world around them. Understanding the data will help them answer local questions or solve problems that impact their community.

THE DISSEMINATOR:

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. If you’re looking 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 your gal!

THE STUDENTS:

Students in grades K - 12

MATERIALS:

- Micro:bits
- Alligator clips
- Nails
- Books
- curriculum
- Outdoor space (optional)

RESOURCES:

- [Makecode.microbit.org/](https://makecode.microbit.org/)



Sponsored by:



MORE INFORMATION:

SHERYL ARRIOLA
ANNMARGARETH MAROUSKY
STEM+CS - Applied Learning Department
600 SE Third Avenue, 4th Floor
Ft. Lauderdale, FL 33301

754-321-1880

sheryl.arriola@browardschools.com

annmargareth.marousky@browardschools.com

Administrator: Ms. Susan Cantrick





Broward Education Foundation's

Innovative Teacher IDEA EXPO **Office DEPOT**

VISIT BrowardEdFoundation.org/expo
To REGISTER TODAY!

Saturday - January 27, 2024

7:30 am - 3:30 pm

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



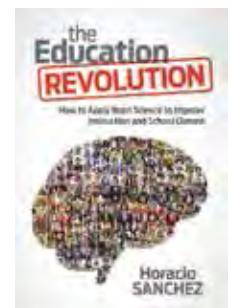
Horacio Sanchez is a highly sought-after speaker and educational consultant, helping schools learn to apply neuroscience to improve educational outcomes. He presents on diverse topics such as overcoming the impact of poverty, improving school climate, engaging in brain-based instruction, and addressing issues related to implicit bias. He is recognized as one of the nation's leading authorities on resiliency and applied brain science.

Horacio has been a teacher, administrator, clinician, mental health director, and consultant to school districts across the United States. Horacio sits on True Health Initiative Council of Directors, a coalition of more than 250 world-renowned health experts, committed to educating on proven principles of lifestyle as medicine. He is the author of the best-selling book, *The Education Revolution*, which applies brain science to improve instruction, behaviors, and school climate. His new book, *The Poverty Problem*, explains how education can promote resilience and counter poverty's impact on brain development and functioning.

KEYNOTE SPEAKER



Horacio Sanchez
President and CEO
Resiliency Inc.
**Promoting
Student Resiliency**



- 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!





RESILIENCY INC.

Behavioral Solutions through Brain Based Science



Horacio Sanchez

President and CEO
Resiliency Inc.

Promoting Student Resiliency

Neuroscience has identified three keys to promoting student resiliency in an educational setting. These steps will improve homeostasis, increase social skills, and help students become confident that they can achieve academically. Learn the three concrete strategies teachers can use to promote student resiliency.

Areas Covered in the Training

- ✔ Understanding student behavior
- ✔ Keys to improving school climate
- ✔ Promoting a positive social culture
- ✔ Motivating the unmotivated student
- ✔ Building skills that improve behaviors and academic performance





MUSEUM OF DISCOVERY AND SCIENCE



Exploring Innovative Education:

Unleashing Creativity with MODS,
a LEGO Playful Learning Museum

Presenter: Aruna Ragbir

Educators from across Broward County are invited to embark on a transformative journey with MODS as we delve into the dynamic world of Learning through Play. This workshop empowers teachers to enrich their curricula by reimagining learning experiences and redefining the concept of play. With more than a decade of evidence supporting the efficacy of the playful learning framework, this workshop equips educators with insights into how children learn best and ways to cultivate a playful mindset. Participants will gain practical strategies for integrating the five key characteristics—meaningful, joyful, iterative, actively engaging and socially interactive—into their teaching practices. Join us for an inspiring exploration of education that sparks creativity and transforms the classroom experience.



MUSEUM
NETWORK



STEM Education On Location Across South Florida



Let us bring the MODS STEMobile to you! Our Mobile Makerspace delivers inquiry-based experiences to your school, or early learning center with unique and immersive STEM (Science, Technology, Engineering and Math) programming led by MODS' STEM educators. Programs can be customized for time, group size and age.

For inquiries or to reserve the STEMobile, please email booking@mods.org or call 954.713.0930. All programs are first-come, first-served and subject to availability.

Title 1 schools may be eligible for FREE outreach experiences.

Save \$20 off
an Outreach with
Code **STEMobile24**
Through May 31, 2024.





Keeping it Interesting -

Complementary Professional Development & Classroom Opportunities

Presenter: Sam Glyn, Grand Canyon University

Broward Education Fund has partnered with Grand Canyon University in order to provide all Broward teachers with a plethora of complementary professional development offerings, complementary Live Lessons for your classroom, hundreds of dual enrollment options for juniors and seniors as well as opportunities for juniors, seniors and staff to visit campus in

Phoenix at no cost. Information will also be provided on fulfilling certification needs and online higher education options for teachers and staff with scholarships available. Open to teachers of all grade levels, with certain components specific to high school educators.



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
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VE = Varying Exceptionalities

SESSION A

1A Science Of Reading Approach To Teaching Comprehension

(2024) LA, S, SS, Resilience, Critical Thinking, Problem Solving, 2-8
Luciana Gentile

Ramblewood Elementary

The project includes hands-on activities that build background, enrich vocabulary, address verbal reasoning, and teach literacy knowledge such as genre.

2A It's Essential

(2024) LA, T, Resilience, Problem Solving, 9-12
Dona Maggio
Coral Springs High

In this project, students create a research paper using two sides or points of view of a topic by identifying a leading issue (a current issue) with a global perspective. Students learn to use a research process model—identify a topic/issue; develop basic knowledge about the issue; select a focus; separate fact and opinion; write a thesis statement; use supporting evidence from valid sources; and draw conclusions.

3A Let The Games Be Gim: Engaging Students Through Game-Based Learning

(2024) LA, M, S, SS, T, Resilience, Critical Thinking, Problem Solving, 2-8
Allison Unger-Fink
Hawkes Bluff Robotics

This project explores the interactive website Gimkit as a tool for instruction, practice, review, and preparation. Beyond the website itself, this project includes ideas to bring Gimkit beyond the screen to maximize student engagement and learning.

4A Making Novel Studies Graphic (2024) LA, Resilience, Critical Thinking, Problem Solving, 4-12

Stuart Kalver
Pioneer Middle

Students will complete the back and front of two vocabulary maps, complete four vocabulary words from each chapter, and fill out a vocabulary map, where students will define vocabulary words, provide three synonyms and antonyms, a picture, a sentence, and word facts that include part of speech word origin, and syllable break down/emphasis.

5A Review Roulette (2024) M, Resilience,

Katrice Dixon
Crystal Lake Middle

This project focuses on providing students with a fun and innovative way of reviewing content to reach mastery. Each grade-level card deck consists of standards-based questions, concepts, and vocabulary that students can review.

6A Start A Cafeteria Share Table Program

(2024) LA, Health, Resilience, Responsibility, Responsible Decision Making, K-12
Elaine Fiore
Applied Learning Dept. TEA Garden/
Food Forest

Empowering children to protect their environment and feed their community—up to 11 million perfectly good unopened and unpeeled food items are discarded in our school cafeterias each year.

7A Rainy Day Activities

(2024) Health, LA, PE, Resilience, Self-Awareness
William H. Carel, NBCT
Davie Elementary

New exciting and fun hands-on activities, games, skills, and strategies that tie in Marzano practices, SSS, NASPE, as well as National Board Standards while providing a meaningful integrated curriculum used inside the classroom when poor weather conditions prevent outdoor student activity.

8A Zen Zone

(2024) LA, Health, Resilience, Empathy, Perseverance, Self-Awareness, 3-12

Tabitha McAuley
Coral Springs Middle

Students will be encouraged to reach out for help and to notice signs of distress in themselves and their peers. The project is intended for schools' mental health professionals (school counselors, social workers, family therapists, etc.) to have a confidential space to offer short-term counseling services, such as group and individual counseling.

9A Promoting Student Resiliency

Horacio Sanchez,
President & CEO
Resiliency, Inc.

Neuroscience has identified three keys to promoting student resiliency in an educational setting. These steps will improve homeostasis, increase social skills, and help students become confident that they can achieve academically.





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SESSION B

1B And We're Orff!!!

(2024) LA, Drama, Music, Resilience, Critical Thinking, Self-Awareness, 2-8
 Jess Gronberg
 Hawkes Bluff Elementary

Musical concepts are learned through singing, chanting, dance, movement, drama, and the playing of instruments as various children's stories are transformed. Improvisation, composition, and a child's natural sense of play are encouraged.

2B Biographical Book Clubs

(2024) LA, SS, Resilience, Critical Thinking, Mentorship, 5-12
 Jennifer Wilson
 Tequesta Trace Middle

Students work together to read a biography (or memoir) and have meetings, where they discuss the text and complete various comprehension tasks. Student groups work together to plan their reading tasks, work on their projects, and chart character traits.

3B Books And Blankets

(2024) LA, S, SS, Resilience, Mentorship, Self-Awareness, 6-12
 Jennell Lozin
 Nova High

Students and staff are invited to the courtyard to read and share a book. Through natural curiosity, students and teachers have bite-sized conversations about their books over lunch. All participants can walk away from the experience with a few new titles to add to their TBR (To Be Read) list.

4B CS Inclusion: Removing Barriers To Make Computer Science Accessible!

(2024) LA, STEM T, Resilience, Critical Thinking, Problem Solving, K-12
 Debra Kelly Thomas
 Applied Learning Dept., STEM+ Computer Science Programs

Teachers will learn how to use Universal Design for Learning (UDL) principles to remove barriers and make instruction engaging and accessible for all their students. This project will highlight tools that are more accessible for students and will provide lessons for their use

5B Keeping it Interesting – Complementary Professional Development & Classroom Opportunities

(2024) LA, STEM, Resilience, Preseverance, Problem Solving, Self-Awareness
 Sam Glyn
 Grand Canyon University

Broward Education Fund has partnered with Grand Canyon University to provide all Broward teachers with a plethora of complementary professional development offerings, complementary Live Lessons for your classroom, hundreds of dual enrollment options for juniors and seniors as well as opportunities for juniors, seniors and staff to visit campus in Phoenix at no cost.

6B Reading Is A Novel Idea!

(2024) LA, M, S, SS, Resilience, Critical Thinking, Problem Solving, T, 1-5
 Jeannie Krouch
 Westchester Elementary

Instruction through chapter books, novellas, and novels will be used to dive deeper into ELA skills such as character analysis and development, author's purpose, comprehension, and vocabulary.

7B We The People: Stem-Based Civics Education

(2024) LA, Music, PE, STEM, Resilience, Problem Solving, Responsibility, 3-12
 Tara Dukanauskas
 North Andrews Gardens Elementary

Students will be actively engaged as they learn about five different forms of government (democracy, oligarchy, monarchy, anarchy, and dictatorship) as they complete a hands-on straw tower STEM challenge.

8B Zip! Zap! Zoom! Bringing Books To Life With Novel Effect

(2024) LA, S, SS, Resilience, Self-Awareness, Self-Management, 2-12
 Katrina Fossella
 Pembroke Lakes Elementary

Reading aloud is an essential component of early childhood development, helping children develop language skills, vocabulary, and imagination. Novel Effect is an innovative technology that provides a new way to engage children with reading by adding sound effects and music to the reading experience.





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SESSION C

1C A Drummer's Masquerade

(2024) LA, Music, Resilience, Critical Thinking, Self-Awareness, 4-8
Kevin Cadotte
Dania Elementary

Drum circle participants will have an opportunity to explore, identify, and connect with their emotions. Other hands-on activities and projects are also included.

2C Data Dilemma!

(2024) LA, STEM, Resilience, Critical Thinking, Problem Solving, 5-12
Kevin Cadotte
Annmargareth Marousky
STEM+CS - Applied Learning Department

Students will learn how to program a micro:bit to conduct hands-on STEM exploration and data collection. They will turn the real-time field data into a visual representation that provides an accurate picture of the world around them.

3C Healing Garden

(2024) LA, M, S, Resilience, Critical Thinking, Mentorship, Self-Awareness, 3-12
Julietta Ambroise
Cypress Run Education Center

The project will utilize SEL research-based competencies defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and develop opportunities for at-risk middle school students to learn science in a fun way, thus improving science knowledge acquisition.

4C Maximize Potential

(2024) LA, Health, Resilience, Self-Awareness, Self-Management, 4-12
Diana Haneski
Marjory Stoneman Douglas High

The disseminator will show teachers, in person or online, how to access the application Inner Explorer found in their Canvas. She will share ideas that include reading, writing, and practicing habits to encourage good health.

5C One and Done

(2024) LA, Resilience, Self-Awareness, Self-Management, 5-12
Felice Tzabery
Coral Springs High

This project will allow a teacher to quickly assess whether students have understood reading material. These one-page projects can be used by students to refine their comprehension and improve several aspects of effective reading skills such as theme analysis, character development, and even the meaning of informational text.

6C Story Time Theater

(2024) LA, M, S, SS, Resilience, Mentorship, Self-Awareness, Self-Management, 2-8
Bakhtawar Azeem
North Lauderdale Elementary

This project is a storybook club designed for primary-grade students to promote reading and literacy skills. The club involves regular meetings where students gather to read and discuss a variety of high-quality children's books.

7C Super Science With Simple Stuff

(2024) LA, S, Resilience, Critical Thinking, Problem Solving, 6-12
Judy Bremner
Sawgrass Springs Middle

Students will learn how to build a motor and an electric car, and how to make a density column from materials that can be found around the house. They will build a motor with a D-cell battery, two paper clips, #32 copper enamel wire, and a magnet.

8C Westpine School Gardens

(2024) Biology, STEM, Resilience, Self-Awareness, Self-Management, 4-12
Harold Valin
Westpine Middle

Students will expand on the school's physical garden and map their locations on campus using geotagging and create QR codes for the species of plants that are planted on the campus. This project will improve Life Science and Biology test scores by giving students a real-world garden ecosystem to learn from.





BROWARD EDUCATION FOUNDATION'S VIRTUAL INNOVATIVE TEACHER IDEA EXPO



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SESSION D

1D **Crawling & Dragon-Riding To Literacy, Learning & Laughing**

(2024) LA, M, Resilience, Critical Thinking, Problem Solving, Self-Management T, 6 - 12
Jason DeLeo & Vicki Ahern
Championship Academy of Distinction Middle

Through organized group play, students will improve their social-emotional awareness/skills and conflict-resolution abilities.

2D **De-Tech-Tion For Pest Management In School Growing Spaces**

(2024) Health, LA, STEM, Resilience, Perseverance, Problem Solving, 2-12
Adrian L. Carter, PMP
Applied Learning Department

This project focuses on the practical application of integrated pest management (IPM) to maintain a healthy food forest ecosystem. Advanced tools like soil moisture and pH sensors, weather monitoring equipment, digital cameras, critter cam devices, and a conservation AI app provide a hands-on learning experience.

3D **Lights! Camera! Celebrate!**

(2024) Health, LA, STEM, Resilience, Perseverance, Problem Solving, 2-12
Laura McCarthy
Annabel C Perry PreK-8

The News Crew is ready to co-create movies with students as young as 4 years old to teachers who may be using Canva for the first time.

4D **Market Day: A Hands-On Approach To Economics**

(2024) LA, SS Resilience, Critical Thinking, Problem Solving, 1-6
Julie VanHoose
Norcrest Elementary

"Market Day" aims to equip teachers with effective strategies for integrating a hands-on approach to social studies content. Participation in Market Day will allow students to actively apply their economic knowledge, fostering exploration and creativity.

5D **MERGEing into Science**

(2024) S, SS, T, Resilience, Critical Thinking, Problem Solving, 2-8
Tyler Raphael
Pembroke Lakes Elementary

"MERGEing into Science" gives educators the ability to bring augmented reality to the classroom in a manageable way, allowing them to provide more hands-on learning opportunities for students without having to take out a variety of different supplies.

6D **Social Scenario Choice Board**

(2024) Resilience, Empathy, Perseverance, Grit, Gratitude, 4-12
Tawanna Rowe
Crystal Lake Middle

This project focuses on providing social emotion choice boards that provide students with opportunities to have guided conversations with their instructor based on situational/school culture.

7D **The Sweet Embrace Of You!**

(2024) LA, M, MC, S, SS, Resilience, Critical Thinking, Problem Solving, 3-7
Tavauna Grimes Owens
North Side Elementary

This project offers students an opportunity to break down cultural barriers, build cultural bridges, learn how to love, and appreciate those that are different.

8D **Vocab-Co-Lab**

(2024) LA, Resilience, Problem Solving, Self-Management, 6-12
Candace Blake
Coral Springs High

The project will use lessons that help students define, comprehend, write, draw, discuss, and play games with the vocabulary words and literary terms for the FAST test.

9D **Learning through Play with MODS a LEGO Museum**

Museum of Discovery & Science

Teachers will learn and further enhance their curriculums by re-imagining learning and re-defining play. Learning through play framework has over ten years of evidence on how children learn best and how to foster a playful mindset. Teachers will learn how to engage children in learning with these five characteristics: meaningful, joyful, iterative, actively engaging, and socially interactive.



2023 INNOVATIVE TEACHER IDEA EXPO CATALOG COVER STUDENT ART WINNERS

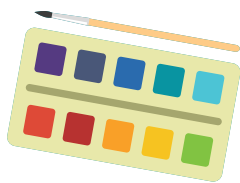
1



Jordyn V. Masseria

Western High School
10th grade

Art Teacher - Alissa Elenzweig-David



Congratulations to Jordyn, Havanna and Sabrina 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!

2



Havanna Horvath

Somerset Academy Riverside Middle School
7th grade

Art Teacher - Shannon Hand

3



Sabrina Carbonell

Somerset Academy Miramar
6th grade

Art Teacher - S. Marquez





BROWARD EDUCATION FOUNDATION'S INNOVATIVE TEACHING PROGRAM IMPORTANT DATES



JANUARY/FEBRUARY

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

January 27, 2024- The Broward Teachers Union 27th 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 23, 2024.**

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 4, 2024** at Marando Farms in Davie.

2025 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 12, 2024.**

BrightStar Credit Union's Fins Up a tribute to Jimmy Buffett! Presented by **Office Depot** – Grab your flowered shirt or sundress," and parrot head garb "for this Tropical" themed event. Broward Education Foundation's signature fundraising event will take off on **Friday, May 3, 2024**, at Margaritaville Beach Resort in Hollywood.

MAY

2025 Disseminator Grant applicants will be notified.

JUNE/JULY

2025 Disseminator Grant Winners Orientation Meeting- Disseminators learn how to assemble their curriculum "Idea Packets" for marketing to their peers.

All 2023-24 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

2024-25 Innovative Teacher Grant applications- Apply for an Innovative Teacher Grant to fund your new, unproven project.

NOVEMBER

2024-25 Innovative Teacher Grant applications are due.

DECEMBER

2024-25 Innovative Teacher Grant Selections- submitted grants are reviewed and rated by an impartial panel of judges.

**Dates are subject to change*





Hands-on.
Inquiry-Based.
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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.

**In partnership with select organizations, UWF offers a 10% tuition discount for the Curriculum & Instruction, M.Ed. and Educational Leadership, M.Ed. programs. Please talk to an enrollment counselor to determine your eligibility.

About the University of West Florida

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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Find your now and your
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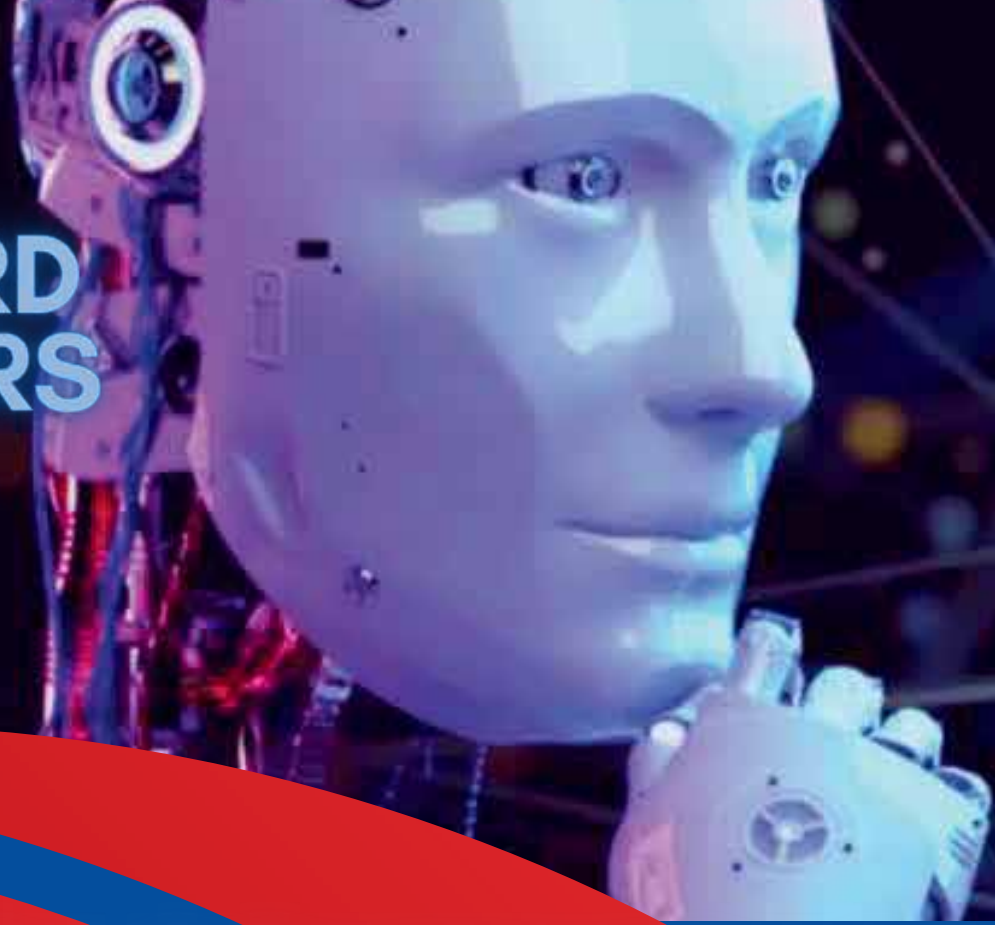
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