Innovator Grant Writing Guide

Dear Educators,

This presentation was prepared to guide you step-by-step through The Education Fund's Innovator Grant Application. As you will see, this application is not difficult or terribly time consuming. The presentation includes the scoring rubric, general guidance, and specific tips for each section of the application. Examples from several past winning applications are included for each section so you can see what other teachers have submitted in the past.

It helps to read this presentation with another browser window open to the application. Do not attempt to compose your documents within the application! You cannot save your work and return to this, so you should compose the sections in Word, than copy and paste as you fill in the application.

You can access a fillable Word form through the M-DCPS grants pages – the below links are for the Innovator Grant and our Expo Disseminator Application.

If you need more help, email us with a few preferred dates and times you are available for a personal consultation. We want you to win!

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Currently Accepting Applications for the 2022-23 School Year:

Innovators:

We award Innovator Grants of up to **$1,000 for NEW IDEAS** you want to try in your classroom. You use the funds to pay for materials, resources, field trips – whatever you need for your innovative idea. This is NOT a needs-based grant. For example, if you want a 3-D printer, you have to show how your use of it is *innovative* and will help your students.

Eligibility for All Education Fund Grants and Stipends

- All Miami-Dade County Public Schools educators working with students in any subject area. Counselors are welcome to apply!

- Applications accepted for projects in all subject areas, including Classroom Management, and for all grade levels (Pre-K through 12)
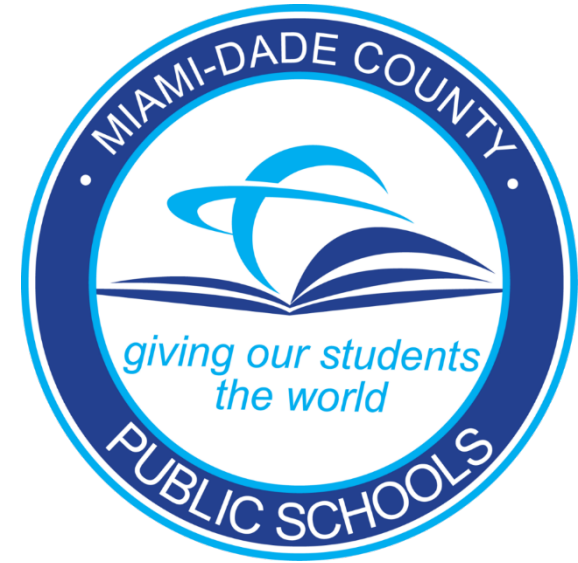
Benefits of Being a Innovator

Being selected as a grant recipient is prestigious and demonstrates your exceptional level of commitment to your students and to your profession. It is an honor that stands out on your resume and is noticed by your administration. Trying new teaching strategies stretches your teaching abilities and inspires your colleagues!

SELF MARKETING   HONORS   RECOGNITION   TRAINING

Benefits of Being an Innovator

- Funds to try new ideas with your students – up to $1,000
- Recognition from your administration and peers
- Innovators are given preference to be a Disseminator at the following year Idea Expo, where you will lead a workshop and earn $800
- Invitation to Grants Ceremony where each Innovator is celebrated and recognized by peers, community and business leaders, and M-DCPS administrators
- Being selected for grants is a career-builder – it looks great on a resume!

Procedures and Considerations Before Getting Started with your Grant Application

Approval is required from your principal to ensure that appropriate administrative personnel are aware of your submission of the grant application.

Project funds must be spent during the current school year for which you receive the grant.

A final narrative and expense report with receipts totaling amount you received will be required

The Education Fund reserves the right to publicize all grant programs.

![The Education Fund logo] **THE EDUCATION FUND** — FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Tips For Writing a Successful Grant Application

from the Education Fund Grant Committee

Write your grant separately, not on the application. Edit with other readers. Then enter the grant into the application. Once you begin entering, finish. You cannot go back and make changes.

Write in complete sentences (except for budget). Write clearly and concisely with proper grammar. Write in same professional manner as you would a job application and cover letter.

THE CONCEPTS AND TIPS HERE ARE ALSO APPLICABLE TO APPLICATIONS FOR OTHER GRANTS FROM OTHER ORGANIZATIONS.

General Writing Tips

✓ Simplify
✓ Clarify
✓ Describe

- The grant reviewers are business professionals. Write in language non-educators will understand.

- You should describe in detail examples of student activities and the learning tasks and information. Help them visualize what the students are doing.

- Education jargon should be avoided. If you must use acronyms (e.g., SPED), please clarify what it is.

- The overall language should be simplified.

- Write in complete sentences.

- You do not need to include Standards.

Reflections for Winning Proposals

Does the project meet a specific need? Which one(s)?

What impact does the grant have on the students?

Are students motivated and challenged during the learning activities?

Do the learning activities provide a lively and enriching take on traditional curriculum?

Do the learning activities include hands-on experiences such as simulations and real-life situations?

How were the student activities described? Are they well-planned, specific, and realistic?

Do the objectives and what is being evaluated match? Are the activities measurable? Is the budget feasible?

INNOVATOR GRANT JUDGING RUBRIC

RATINGS

4 - OUTSTANDING   3 - GOOD   2 - ADEQUATE   1 - WEAK   0 - NO MERIT

1. Purpose/Objectives of Project:
   Why is grant needed? How will it affect students?   Score _____

2. Program Description and Activities:
   Are the activities well-planned, specific and related to project objectives?   Score _____

3. Program Evaluation:
   Are the plans for evaluating the project realistic and measurable?   Score _____

4. Budget:
   Is the budget request reasonable and sufficiently detailed?   Score _____

5. Overall Assessment:
   Does the project meet a special need?
   Is it an instructional learning experience that motivates and challenges   Score _____
   students to learn?

TIP:

If you are having a hard time coming up with an innovative idea, think about what you would love to have in your classroom and how it would help your students. <u>Work backwards from what you NEED</u>, then come up with innovative ideas on how to use what you're requesting. The Innovator Grant is not a needs-based grant, so if you want to purchase a 3-D printer, tell us how you will use it in an innovative way. One multiple Innovator Grant recipient suggests you ask your students what they would like to do in class! It's ok to pull ideas from what others are doing – if you teach Math, simply Google 'innovative math projects for <grade level> and you'd be surprised at how many great ideas you can use as a foundation for your own project. If in doubt, email us your ideas and we'll let you know if you're on the right track or not.

The Application

Section-by-Section Tips

SECTION: BUDGET

Tips For Writing a Successful Budget Section

from the Education Fund Grant Committee

List items in the same order.

Make the list easy to read.

Judges often look at budget first.

If the items being requested are part of equipment already available, mention it.

If the items being requested can be used in future, say so.

BUDGET TIPS:

The maximum amount we will fund is $1,000 but you do not need to apply for the full amount.

You can apply for any amount *UP TO* $1,000.

Don't pad your budget with non-essential items just to get your Total Amount Requested to $1,000.
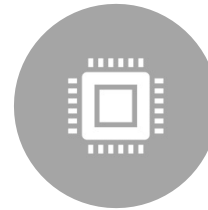
Budget RECOMMENDATIONS

It helps if teachers can make use of resources and materials they already have in their schools (e.g. art supplies from art teacher, online books).

Technology costs the most – so consider what resources might already be accessible in the schools (e.g. projectors, digital cameras).

Try to select resources and materials that can be used over and over again and with other projects.
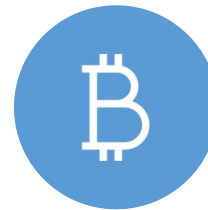
Show you are going above and beyond for the project by listing all supplies even if the cost is covered elsewhere (e.g. parent contributions).

Budget Detail: For each each item to be purchased with this grant, include (1) where you intend to buy the item; (2) the quantity; and (3) the cost of each item. Please also specify if anything is being provided by others.

> Budget Detail: For each each item to be purchased with this grant, include (1) where you intend to buy the item; (2) the quantity; and (3) the cost of each item. Please also specify if anything is being provided by others. (Required)

See next slide. Judges scrutinize the budget section carefully!

Total project budget:

> Total project budget: (Required)

Total amount that you are requesting from The Education Fund:

> Total amount that you are requesting from The Education Fund: (Required)

DO NOT REQUEST MORE THAN THE $1,000 MAXIMUM

NOTE: Some applicants have project budgets that exceed our maximum grant amount of $1,000. If you have secured additional funding from other sources (EESAC, PTA, etc.) you can apply to us for the difference. Enter the total amount needed for your project, then how much you need from us.

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Budget Detail Example

Item	Vendor	Amt x Cost	Total
• Osmo Coding	Amazon	2 X $56	$112
• iPads	Amazon	2 x $390	$780
• iPad cases	Amazon	2 x $15	$ 30
• Osmo stand	Amazon	2 x $30	$ 60

Additional Details:
- Other materials such as poster board will be provided by the teacher.
- Since this is an on-going initiative, books will be added periodically to build up resources over time, so they can be reused. The books listed are excellent resources that can be used to develop students' writing skills as well as conduct research.

Try not to add basic items like copy paper, pens, glue sticks – you can get these free at our Ed Fund/Ocean Bank warehouse. All grant recipients get a free (no points) shopping day to pick up necessities for their grant projects!
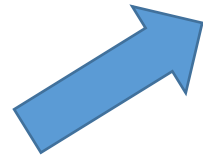
Judges love to see "on-going" projects and purchased items being used more than once– it makes best use of funds and can impact even more students.

SECTION: PROJECT SPECIFICIS

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Project Specifics

Teaching assignment: Your subject area and grade level

|	
Teaching Assignment	(Grade level and Subject Area) (Required)
What is the total number of students that you teach?	What is the total number of students that you teach? (Required)
Number of Students Participating in the Project	Number of Students Participating in the Project (Required)
Level of Achievement	Level of Achievement (Required)

(Regular, ESE, Level 1, etc.)

Number of students participating: Include the total number of students you teach who will participate in the project and any other students in your school who will also take part in the project.
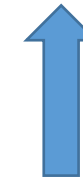
Use levels based on SAT, FSA, EOC, etc. to show a wide range of your students' achievement and abilities.

Include diversity and special needs of students (e.g., students with IEPs and EPs). Judges do not give special preference to any particular group, but this helps them get an idea of who your students are and what particular challenges they may face.

SECTION: PROJECT DESCRIPTION

Project Description

Summary of your project (one paragraph): Please include who, what, why, and how.

Summary of your project (one paragraph): Please include who, what, why, and how. (Required)

This opening paragraph is the most important – and often the hardest to write. If you are struggling with it, write is last! Pull the most compelling aspects of your project and put in this section. Start with bullet points if you need to, then write from there.

Summary of your project in one paragraph. Please include who, what, why, and how.

This example paragraph succinctly describes what students will do, what skills they will use and improve, and how the project will be evaluated – all key scoring points.

This project is innovative because it is the **first of its kind** at the Senior High School. It will **allow students to use their creative abilities** to research and develop a bank of activities with a focus on various works of literature such as essay anthologies, literary plays, and poetic works that can be used during the delivery of instruction for the purposes of **improving their research and writing skills** from multiple perspectives with support from multiple literary works. **Students will collaborate and utilize learning strategies** such as Analyzing Author's Craft, Meta-cognition Strategies, Mind Streaming, Power Thinking and Socratic Circles to engage with the content and create products that will display mastery and understanding of the literary works. **Students will be required** to present their collection of work to the teacher along with an artifact, and a **reflection upon completion of their literary project**.

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Summary of your project in one paragraph Please include who, what, why, and how.

You can also use bullet points for the Who, What, Why, and How question

EXAMPLE #2

Who: My courses (AP Physics 1 & 2, Dual Enrollment, Honors Physics & Research) all rely heavily on problem solving and higher order thinking skills.

Why: Budgets are tight during any school year and now, as the pandemic is subsiding, school budgets are even more restrictive.

What: This project would provide supplies for my students as they apply their physics knowledge to real-world, tangible, hand-on applications.

How: I would utilize the mini-spheros to collect kinematic, energy, etc. data and then apply this data to our concepts & units. The robots, both minis & the car would allow the students to actively participate and would allow my lab groups to be 2 students per robot. This is an optimal ratio and truly allows for student participation.

Summary RECOMMENDATIONS
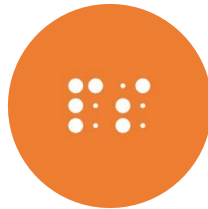
Who are your students? Show who they really are socially, emotionally, academically?

What is the need of your students in accordance to the learning goals, curriculum, standards, etc.?

Why are the resources, materials, supplies, etc. required for the students and their learning?

How will the project and requested items meet the learning goals and outcomes for students?

SECTION: WHY IS THIS PROJECT INNOVATIVE?

WHY IS THIS PROJECT INNOVATIVE?

Why is this project innovative?

What makes this project innovative? (Required)

Describe how the project is totally new, is a variation on similar ideas, or is adjusted to a new age group.

Describe how the project requires hands-on learning and creativity by students.

Your project can be a variation on a similar idea! Again, think about what you want to purchase, and do some Googling to find ideas on how to use that item in an innovative way. You don't have to reinvent the wheel!

EXAMPLE

Judges found this project to be innovative because it targets a specific group of students, for cultivating a college-bound culture for a new age group (Middle School) and for including the whole school.

What makes this project innovative?

The project is innovative because it is **targeting middle school students with a focus on students who are first generation college students**. The strategies in this program will be beneficial to all students; however, a program without a focus on first generation college students in low-income areas will not meet the needs of this demographic.

It is also innovative because it will build an environment within their community. We can not relocate our school, but we can work towards **cultivating a culture** within the school that is conducive to changing a mindset and trajectory of their future.

Lastly, this project is innovative because it **supports and enhances a school-wide initiative without taxing the overall system. The Lunch and Learn will not interfere in the instructional time while providing valuable information and support**.

This is a longer example paragraph. What made this stand out was not only their ideas, but how the teacher conveyed their excitement for their students' increased engagement and achievement.

I started a coding club to increase student awareness and access to the sciences. My students started with zero computer skills and they are learning to code so as to control small Sphero robots. **They are excited** each time a program works and it is marvelous to see their growth.

AP Physics 1 & 2 and Honors Physics 1 are a very difficult courses and I start the year by personally buying pencils & erasers for my students. My premise is that we all make MANY mistakes and that we all must keep trying because we might not have the answers "yet**". This "growth mindset" is truly our mantra** and is how my students, and I, approach the very strenuous AP Physics curriculum.

To scaffold the diverse learning styles and background knowledge of my learners, I create "interactive notebook pages" which I use to engage my students with course content**. I am consistently creating new pages** and materials to address areas of difficulty for my students. **It is absolutely marvelous to watch when students "look back"** to past sections in their interactive notebooks. The students truly "own" their work and "use" their own knowledge to tackle new problems and scenarios.

It is very exciting to have **"changed the mindset"** of the students from never wanting to enroll in a physics course, to asking to enroll in continuation of AP Physics. Therefore, in order to encourage the students desire to continue, I'm asking for the funds to provide hands-on labs for my students. The grant would allow me to purchase a class set of mini-Sphero robots, a RVR robot car, and some professional development to help me facilitate the student's use of these materials.

This project would further engage my students and would allow them to use technology to actively explore physics concepts.   It is documented throughout the literature that students who are engaged feel a sense of belonging or connection to their teacher and peers, are more likely to stay in school and succeed in life.
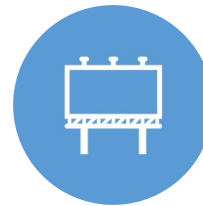
Project Innovation RECOMMENDATIONS

Does the project motivate students in a new way through hands-on and real-life experiences?

Does the project's activities challenge students to use 21st century skills and higher order thinking?

Does the project offer an improved way to do or learn something?

Does the project have a lively and enriching take on traditional curriculum?

SECTION: DESCRIBE your project in detail.

Describe your project idea in detail.

Describe your project idea in detail. (Required)

In this section, show precisely what your project will entail, an overview of the activities.

DESCRIBE your project in detail.

EXAMPLE #1: Theater Arts/STEAM Project

As part of our Pirates unit, students would research sword types and do a brief presentation to the class (technology). Then we would use pool noodles to learn the basics of sword fighting. The STEAM project would come into play next. Students would need to use graph paper to design a scale drawing of a sword they want to build (math and engineering). They would then choose what they consider the best material (cardboard, foam board, poster board, etc) from the available materials (scientific hypothesis), translate their drawing to that material (math), and build/cut out the actual sword then decorate it (arts). Students would then form pairs, create a short sword fighting choreography, rehearse it, and then use their created swords during a performance of that choreography on stage (arts). Finally, students would do a brief written evaluation of which sword materials they felt held up the best to theatrical use.

The teacher clearly demonstrated how this is a perfect STEAM lesson and briefly described the entire project, giving judges a crystal-clear vision of what students will do and learn.

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Example #2: Elementary Reading/Social Sciences

My students will read the book How My Parents Learned to Eat by Ina R. Friedman. It is about an American boy and a Japanese girl who were afraid to try each other's food because both of them thought they wouldn't like the food and didn't know about each other's table manners. After reading the book, students will discuss what they know about Asian cultures and food.

We will research the geography of countries on the Asian continents and the food they eat. We will plant some ingredients in our Food Forest to be used in the final food preparation, so the students can learn to nurture and care for the items and create anticipation to try the food. I will ask the students if they know how to use chopsticks, and that they are an integral part of the dining process in Asia. I will demonstrate how to use chopsticks, and students will practice using them. The students will harvest the greens from Food Forest, such as Bok Choy, Okinawa spinach, and Mkrut lime leaves for cooking the final dishes.

A videographer will record students' reactions and their opinions about the food, creating a video for students to reflect on the cultural differences, and that video can be shared to help bring awareness to others.

Inspired by a children's book, this teacher drew from her own culture and uses a fun lesson with food to teach respect for the Other. Her students loved this project!

What are examples of envisioned STUDENT ACTIVITIES?
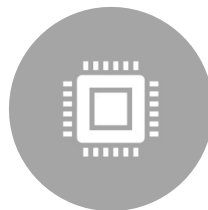
What are examples of envisioned student activities?

What are examples of envisioned student activities? (Required)

Student Activities Section Tips

What are the tasks students will do each day, week, or month?

What skills are students honing while completing the learning tasks?

What is the teacher doing or providing to help the students have success?

What outside resources or activities are included to amp up the activities?

Student Activities Section Tips

Use lots of "students will do ….." sentences.

Show students solving problems and being creative.

What are examples of envisioned STUDENT ACTIVITIES?

You don't have to go into too much detail for this question. Do your best to let the judges know how this project will be implemented. List or bullet-point a few activities so judges understand the process.

What are examples of envisioned student activities?

- Students will share their thoughts, ideas and feelings about the past year and how "the future" looks now that the Pandemic is slowing down as an introduction to our Podcast.

- Students will initially learn how to use the Podcast equipment and create a schedule for meetings (with teacher assistance).

- Students will be given the opportunity to discuss and brainstorm topics for upcoming Podcast recordings (with teacher input).

- Students will practice communicating and interviewing peers for upcoming Podcast dates.

- As students become more comfortable with using the Podcast, they will invite community members to share their thoughts and ideas on selected topics.

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What are examples of envisioned STUDENT ACTIVITIES?

More Examples:

Virtual Reality stations will be incorporated into our Differentiated Learning rotations. Students are broken into three fluid ability based groups. The first is the Teacher Directed station, where students receive direct support from the teacher on specific deficient skills. The second is the Technology Station, where they complete the district-mandated iReady support lessons. Lastly, students will experience the Independent Station where Virtual Reality explorations will take place. Students will receive specific assignments related to the standards being studied. They will take turns researching, exploring via Virtual Reality, and documenting experiences in their Virtual Reality Learning Log.

Students will read a story, "How My Parents Learned to Eat" by Ina R. Friedman. Students will learn about different Asian cultures, geography, and food. Students will learn how to use chopsticks and eat Japanese soba noodles with a slurping noise. Students will eat different noodles dishes and discuss their opinion in front of a video camera.

Music production activities will include creating beats in GarageBand, recording songs, songwriting, and audio editing using the class ipad. Students who have their own mac laptop or ipad will be able to connect their personal device to the recording station. My students will get hands on training in music production by completing a series of recording projects. Their recordings will be presented to class and shared through streaming sites such as Soundcloud. By planning lessons such as hip hop production, I will increase student interest and engagement in my classroom.

What NEED does this project fill?

What need does this project fill?

What need does this project fill? (Required)

EXPLAIN THE NEED!

How does this project align with the curriculum, pacing guides, District mandates, and State standards? *This project is a need because it will prepare students for…*

Is the project interdisciplinary? Are there opportunities for students to experience other learning outside of the current content? *This project is a need because it will prepare students for…*

Does the project provide authentic, real-life learning experiences for students? Are learning activities hands-on? *This project is a need because it will expose students to…*

Does the project expose students to skills like the 21st Century Skills which they need for college and career readiness? *This project is a need because it will expose students to…*

Example #1

Many of my students are shy and are reluctant to play instruments. They are also bogged down by the pandemic, and as a result, they are dealing with social emotional issues. Some students experience domestic issues at home, are at risk of dropping out, and have a sense of hopelessness among them. I want to empower my students by giving them the tools they need to express themselves and share their story through music. Music has the power to change lives and inspire the youth. Instead of gravitating toward negative forces in the surrounding neighborhoods, such as violence, they will instead find music as a healthy outlet to channel their energy.
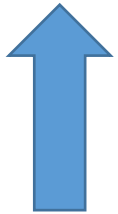
This teacher clearly illustrates what's happening with his students – how several challenges are inhibiting their learning. Reading this, judges feel empathy for these students and want to help! The teacher also scored highly due to his with positive methods to address the students' challenges and increase learning.

EXAMPLE #2

What need does this project fill?

Educators recognize the value of learning Science, Technology, Engineering and Math (STEM) and focusing on technology in education. Robotics incorporates all of the subjects of STEM, which makes it a powerful teaching tool that will motivate students to learn. Robotics takes education technology to a new level. Introducing robotics to our students means making STEM skills and knowledge hands-on and fun, to prepare students for the future in a way that feels more like creativity and less like homework. Our students would greatly benefit from access to these types of engaging educational resources. Unfortunately, the reality of their socioeconomic status limits the availability of these resources. Our goal is to level the playing field for our students and provide stimulating opportunities for becoming thinkers. The students would like to continue this trend but will require us to start the season earlier than we normally do and having the resources that will allow them to practice skillfully.

Description RECOMMENDATIONS

ETHOS Ethical Appeal	LOGOS Logical Appeal	PATHOS Emotional Appeal

ETHOS
- Tell stories about the students and their need all while discussing the curricular importance.
- Build credibility with the readers/judges.

LOGOS
- Weave in what the research says about the topic; state what students do--their tasks.
- Use facts, statistics, data, quotes, etc.

PATHOS
- Use charged words and phrases such as "students deserve" "innovate" "motivate" "inspire" "challenge" "empower" "crave".
- Incorporate vivid language that pulls on the reader's/judge's heart strings.

SELL YOUR PROJECT & STAND OUT!

Projected TIMELINE:

Projected Timeline: Please provide a list of activities by month, starting in October to show that the project is well planned.

> Projected Timeline: Please provide a list of activities by month, starting in October, to show that the project is well planned. (Required)

The timeline is to give the judges a sense of how well you've thought out the implementation of your project and its overall feasibility. You do not have to go into great detail here, but be sure to show that you've planned how your project will unfold.
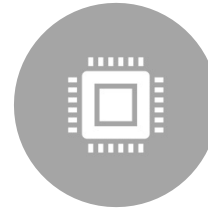
We understand your timeline may not be followed to the letter. This timeline will also help you in writing your report to us upon your project's completion.
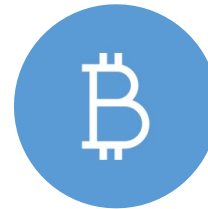
Timeline RECOMMENDATIONS

List the tasks students will do each month in class and at home.

Show how the learning tasks students complete tie into the content area/curriculum.

Add any interdisciplinary connection students will be part of during the project.

Include time for the evaluation or summative assessment in the timeline.

Projected Timeline: Please provide a list of activities by month, starting in October, to show that the project is well planned.

October- Research of digital cameras provided and how to use 3D printers (Science based research will be done to figure out how cameras are developed, how they work, their mass, etc.) Students will also be given websites such as: https://www.instructables.com/id/DIY-Image-Sensor-and-Digital-Camera/ to help in the design process

November- Group assignments, student will begin the designing face of their own digital camera, students will perform Math calculations to get the right sizing, weight and dimensions of their digital cameras.

December- 3D Cameras will be created so that the students can take them home and test them out over the christmas break. Students will collect data and investigate the cameras created.

January- Students will come from Winter break and analyze their data and make any adjustments and improvements to their original design

February- Students will show case their creations in a Magnet night inviting the school to come and see their digital cameras in action and students will present their entire process using a PowerPoint presentation.

March- April- AP 2D Studio Art students will submit to College board their portfolios for review for college credits.

Projected Timeline: Please provide a list of activities by month, starting in October, to show that the project is well planned.

This project will take about 4-5 weeks.

January 24-28: Students will watch the Ted Talk on masculinity by Ashanti Branch and reflect on their own views of masculinity in their own world. Students will read the poem "Where I'm From" by George Ella lyon and write their own poem.

January 31- February 4- Students will learn about spoken word poetry, and revisit figurative language and start reading the book.

February 7-10: students will track the characters in the book to show character development and conflict.

February 14-18: students will pick a vignette from the book and recreate a vignette reflecting on their own lives in Acevedo's writing style.

February 22-25: Students will finish the book and start working on the project. Students will be able to create masks in person with materials bought with the grant. Or if the class is meeting virtually, students will obtain a template and create their own masks using Powerpoint.

PROJECT EVALUATION

Project Evaluation: How will you determine if your objectives have been met?

Project Evaluation: How will you determine if your objectives have been met? (Required)

Judges consider this section carefully. If a project has no clear method of measuring outcomes, it will not score well. This doesn't mean you necessarily need a complicated and rigorous evaluation system, but judges want to see that you've put thought into this area.

TIPS

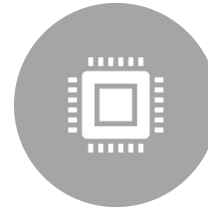Base the project evaluation on this project, not what is being done the whole year.

The evaluation can be a test, but can also be a demonstration, performance, composition, experiment, competition, or other creative evaluation.
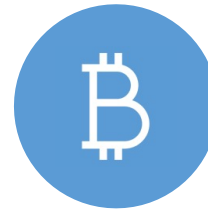
Evaluation RECOMMENDATIONS

Do the standards-aligned objectives match what is being evaluated?

What are the learning activities, and are they measurable?

Are there multiple forms of assessment (formative and summative)?

Are rubrics being used to evaluate student performance?

Types of Evaluations

- Literary Toolbox Rubric created by the teacher
- Peer-to-Peer editing of research reports
- Teacher observations/feedback
- Formal and informal assessments
- Student written reflections
- Dialogue Journals with student free write responses
- Open group discussions

The project will be evaluated biweekly through online platform pre and post assessments, logged academic discussion sessions, group and independent uploaded presentations, observed Print screen shot Project outlines, a task strip of how to use a merge cubes, shared written summarizes on the padlet, gathered exit slips, posted assignments on Microsoft Teams, shared illustrations on chart paper, completed graphic organizers, designed social stories using merge cubes, made advertisements of why Merge Cubes should be utilized as an educational tool in the classroom, and published bilingual project merge cube booklets.

I will be able to determine that goals are met when the levels of engagement, retention, and learning in context demonstrate an improvement. This can be tracked directly by student input using their Virtual

For each of the physics units I will have a lab that is utilizing the Sphero robots. Each lab will be designed with a written laboratory report component that will be graded relative to a rubric.

Innovator Grant Application

https://www.educationfund.org/what-we-do/programs/impact-ii/innovator-grant-application-2022.html

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