Program Information

Fund for Teachers provides educators, possessing a broad vision of what it means to teach and learn, the resources needed to pursue self-designed professional learning experiences. FFT grants are used for an unlimited variety of projects; all designed to create enhanced learning environments for teachers, their students and their school communities. We believe that supporting teachers' active participation in their own professional growth, positively impacts student learning and achievement.

Applicants must meet the following eligibility requirements.

- A full-time preK-12th grade teacher who spends at least 50% of your time directly providing instruction to students;
- Returning to the classroom in the consecutive school year; and
- Have at least three years' experience as a preK-12th grade teacher at the end of the school year
  - Student and substitute teaching do not count towards the three year requirement
  - As long as the applicant has three years' experience by the time of their fellowship, Fund for Teachers considers them eligible.

School support staff that do not provide instruction to students for at least 50% of their full time position are not eligible. One-on-one instructional time does not count toward the 50% time requirement described above. Administrators, such as principals, may not apply, nor may they act as the partner applicant. Please contact Fund for Teachers if you have specific questions about your eligibility.

Open to US teachers who live and work in the continental United States and Hawaii. Previous recipients must wait for 5 years before reapplying.

Individuals may apply for up to $5,000 and teams may apply for up to $10,000 (while team members may be from different schools, districts or states, all members must meet the eligibility criteria). Upon award, Fellows will receive 90 percent of their grant, the remaining 10 percent to be reimbursed upon completion of post-fellowship requirements.

We know your time is valuable, so we discourage using it to submit proposals that don't fall within funding guidelines. In this spirit, we aim to be transparent about what our grant making does not support.

We do not make grants to support student travel, the completion of post baccalaureate degrees, university/college credit hours, courses for graduate credit, licensing or licensure, onsite (or campus) professional development at your school or by the district, compensation for substitutes or stipends and Only classroom supplies, such as books, technology, or other materials. There must be a learning experience included. All project eligibility is at the discretion of Fund for Teachers.

Eligible teachers may submit one application per grant cycle. Fund for Teachers is interested in your ideas, only. Any indication of borrowed text will disqualify your application. Additionally, previously awarded proposals may not be resubmitted for consideration.

Fellowships should begin after the last day of school in the spring and be completed by the first day of school in the fall, with all fellowship related expenditures made by September 12, 2019.

Fund for Teachers utilizes a committee of community members, past grant recipients, educators and donors to select our grant recipients. Each committee utilizes the same process, rubric and scoring standards. Before a committee receives grant proposals to review, each application is screened for eligibility and completeness. Applications failing to meet Fund for Teachers eligibility criteria or those not considered complete, will not be sent to the selection committee. Grants are awarded based on merit and available funding; consequently, the number of grants awarded varies each year.

As a national organization, Fund for Teachers builds committees across the country of people invested in the success of teachers and education to aid in the selection of awards. Your proposal may be reviewed by a committee in a geographic region other than your own. When describing where you teach it is permissible to acknowledge your city and state.

Applicant coversheet and identifying information is removed prior to the selection process. Please refrain from using your name, your school or district names within your proposal.

The entire application is completed online and will require digital signatures. As part of the application process an email will be sent from *info@fundforteachers.org* to your principal to verify your eligibility.

Applicants will be notified of the selection committee results by April 4, 2019. Awardees will be required to attend a pre-fellowship Orientation.

Fellows who fail to complete post-fellowship reporting or use fellowship funds in manner not consistent with their grant proposal will be deemed, "Not in Good Standing". Fund for Teachers, at their discretion, may refuse future applications from individuals listed as "Not in Good Standing".

Fund for Teachers reserves the right to review the terms and conditions of this grant program, and to make changes at any time, including termination.

Application

Part One: Coversheet

All applicants must apply online between October 1, 2018 and January 31, 2019 with final submission made by
 5 pm CST on Thursday, January 31, 2019.

Before you begin, determine if you are applying as an individual or as a team.

- Complete form online
- Create a 1-2 sentence project description (350 character limit), detailing <u>What you are doing + Where you are going + Why</u>.
- Sign your coversheet. Once signed, an email will be sent to your principal asking for a signature to verify the information you have included on your coversheet and your eligibility. Signed coversheets are no longer editable, with the exception of the project description.
- Use the formal name of your district and school. Ex. Houston Independent School District instead of HISD and John F. Kennedy Elementary School instead if JFK Elem. School.
- Teams:
  - Elect a team lead and create a team name.

- The team lead initiates the online process and creates the team name.
- Each team member registers an account and submits a coversheet.
- The team lead cannot advance past the coversheet until all other members have completed and signed his/her coversheet.

Part Two: Proposal
Consists of seven sections and should articulate creative, thoughtful activities or projects that demonstrate potential for learning.

- Create and save your proposal using a word processor, avoiding any formatting.
- **25,000 characters, including spaces**, (approx. six and half, single spaced, typed pages) cumulative for all seven sections.
- Avoid identifying references.
- Answer all of the questions under each section.
- Insert your answers for each section separately into corresponding text boxes.
- Avoid using hyperlinks and web addresses.
- Refer to the Scoring Rubric when addressing each of the seven proposal sections.
- *TEAMS:*
  - Proposals should reflect collaboration and demonstrate your ability to work successfully as a team. Team members should be active participants in the writing process. They should also understand that they are financially responsible for their portion of the grant if awarded.
  - Only the team lead is responsible for entering the proposal.

Sections:

A response to each application question is required. However, applicants should not feel limited by these questions and should provide selection committee readers with any information they feel is helpful in articulating their fellowship goals. Additionally, we strongly encourage you to review the Scoring Rubric (found under Quick Links) to understand what details selection committee members are looking for in a highly scored proposal.

• FELLOWSHIP RATIONALE AND PURPOSE: When thinking about your teaching practice, describe what you know about your students, their backgrounds and their learning challenges. What are the gaps in your own practice or the culture of your school that your fellowship will address? How do you intend to strengthen your teaching practice through this fellowship to meet your students' needs? Reference specific demographic and achievement data of your students related to these needs/challenges. What are your learning goals? What are the key questions that will guide your professional learning? What grade(s) and subject area(s) do you teach?

• PROJECT DESCRIPTION: Describe the details of your proposed fellowship and the research behind it. What key activities will you pursue? How do they relate to the needs of your students and your learning goals? What is the timeframe for achieving your fellowship goals?

• TEACHER GROWTH AND LEARNING: How will your fellowship build **your** content knowledge and strengthen your instructional practice? How will your fellowship help you address **your** learning goals and professional development?

• APPLICATION OF LEARNING TO INSTRUCTIONAL PRACTICE: Outline a plan, short and long range (unit), for achieving your learning goals and the intended outcomes for your students, school and community. What are the new learning experiences that will result from your fellowship? What are the specific processes and collaborations that will lead to new learning experiences for your students? What are the roles of colleagues, school leadership and external partners in helping you achieve the outcomes you seek? How will you assess your students' learning?

• STUDENT GROWTH AND LEARNING: How will students benefit from your proposed fellowship, both in the classroom and beyond? What new, authentic and engaging additions will this experience bring to your classroom? What are the learning outcomes for your students?

• BENEFITS TO SCHOOL COMMUNITY: How will your fellowship experience contribute to your school community's efforts to engage students in authentic learning and problem-solving? How will new structures or processes take shape? How will you engage parents and the broader community as partners in supporting student success? How will you share your fellowship learning with colleagues?

• BUDGET NARRATIVE: Provide a brief narrative showing evidence of thoughtful planning and research supporting your specific itinerary. The narrative should explain your rationale for the project's expenses; stipulate a time frame and approximate costs as closely as possible. Team budgets should include both costs broken down by individual and totals for the whole team. Please note: Fellowships take place in the summer months when pricing generally increases. Please plan your budget with this in mind. Grant awards cannot be increased following selection committee decisions.

If including a technology expense, specify: why the item is necessary for the fellowship's success, why you have chosen the specific brand/type, and whether you have prior experience using the technology. Technology expenses should not be the bulk of your proposed budget, but a necessary tool to successfully complete your fellowship.

Food costs should reflect actual destination rates and cannot exceed $50 per day/per person. This is not a per diem, receipts will be required.

Refer to *Part Three: Itemized Budget Sheet* for more detail regarding allowable expenses.

Part Three: Itemized Budget Sheet
By completing the Itemized Budget Sheet you will break your budget narrative down into a line item listing.

- Enter the length of your fellowship.
- Estimate number of hours it took to prepare your application (this information is for internal use only and is not part of the selection process).
- Add all proposed destinations for fellowship.
- Use whole numbers.
- Team lead is responsible for entering the itemized budget.
- Breakdown of expenses
    - TRANSPORTATION: any fare to and from destination. Estimate rental car cost based on current gasoline prices. For personal vehicles, calculate the mileage at a rate of $.535/mile. Grant funding can only cover mileage or gasoline, not both.

    - LODGING: Seek moderately-priced motels/hotels or, if applicable, home stays.

- FOOD: Food costs should reflect actual destination rates and cannot exceed $50 per day/per person.

- PARTICIPATION COSTS: Tour, registration and course/program fees.

- MATERIALS AND SUPPLIES: Includes, but not limited to, books, reference materials, artifacts or realia.

- EQUIPMENT: Includes, but not limited to, cameras, recorders, laboratory equipment and computer hardware necessary for fellowship and classroom implementation. Please consider borrowing these pieces of equipment from your school, if available. Any equipment purchased with the grant funds must be accessible to entire school upon return.

- OTHER: Specific costs of your fellowship not outlined in the preceding categories. Please give clear descriptions of these expenses. Use the Budget Narrative for any further explanation.

- NON-ALLOWABLE: Certain products and services are not to be purchased using grant funds, such as toiletries, telecommunications, souvenirs, childcare, student travel, bank/credit card fees and graduate credit hours. *Access the full list of non-allowable expenses, under Quick Links within the online application.*

Additional resources to aid you in the application process can be found within the online guidelines under Quick Links. If you have any questions regarding the online application process, please contact: info@fundforteachers.org.

FUND FOR TEACHERS

	Compelling Evidence (5)	Sufficient Evidence (4)	Moderate Evidence (3)	Limited Evidence (2)	Insufficient Evidence (1)	No Evidence (0)	SCORE
Fellowship Rationale and Purpose	• References specific demographic and achievement data and deep knowledge of students' interests and learning challenges • Data and fellowship purpose are powerfully connected • Provides specific teacher learning goals • Identifies key questions that anchor teacher and student learning	• References specific demographic and achievement data and deep knowledge of students' interests and learning challenges • Data and fellowship purpose are powerfully connected • Provides teacher learning goals	• References specific demographic and achievement data and deep knowledge of students' interests and learning challenges • Connects students' data and learning to fellowship purpose	• References some specific demographic and achievement data • Vaguely connects data and fellowship purpose	• References generic student demographics or achievement data	• Contains no reference to current student demographics or achievement data	
Project Description	• Strongly connects fellowship activities and destinations to the rationale and purpose through specific, researched details of a self-designed daily itinerary • Makes authentic and specific real-world connections that address identified learning needs	• Strongly connects fellowship activities and destinations to the rationale and purpose through specific, researched details of a self-designed daily itinerary	• Links fellowship activities and destinations to the rationale and purpose • Provides specific, researched details of a partial itinerary	• Supports aspects of the identified rationale and purpose • Provides details of the project	• Vaguely connects to the identified rationale and purpose • Provides generic information about the fellowship	• Provides no specific information about the fellowship activities and destination(s)	
Teacher Growth and Learning	• Relates site-specific new adult learning experiences with rationale and purpose • Interacts with educators/experts in the field of study • Anticipates collaborating and establishing ongoing communication with educators/experts in the field of study	• Relates site-specific new adult learning experiences with rationale and purpose • Interacts with educators/experts in the field of study • Embraces learning experiences beyond one's comfort zone	• Relates site-specific, new adult learning experiences with the rationale and purpose • Interacts with educators/experts in the field of study	• Relates site-specific adult learning experiences with the rationale and purpose	• Identifies vague adult learning experiences	• Adult learning experiences are not identified	
Application of Learning to Instructional Practice	• Articulates realistic and detailed comprehensive plans for instructional improvement that include authentic students learning and outcomes • Includes short range (daily) and long range (unit) planning • Communicates improvements and collaborates with colleagues on grade level and/or by discipline • Invites school and/or community involvement in the intended outcomes	• Articulates realistic and detailed comprehensive plans for instructional improvement that include authentic student learning and outcomes • Includes short range (daily) and long range (unit) planning • Communicates improvements and collaborates with colleagues on grade level and/or by discipline	• Describes a specific comprehensive instructional improvement plan • Communicates improvements and collaborates with colleagues on grade level and/or by discipline	• Describes a specific, short range day by day instructional improvement plan	• Describes a general instructional improvement plan	• Does not identify a plan for improving instruction	
Student Growth and Learning	• Defines and anticipates improved student outcomes in response to the stated purpose • Describes plans for differentiation to meet individual student needs • Incorporates interactive and/or hands on learning opportunities • Includes in-depth, authentic student learning experiences and/or capstone projects	• Defines and anticipates improved student outcomes in response to the stated purpose • Describes plans for differentiation to meet individual student needs • Incorporates interactive and/or hands on learning opportunities	• Defines and anticipates improved student outcomes in response to the stated purpose • Describes plans for differentiation to meet individual student needs • Incorporates interactive and /or hands-on learning opportunities	• Defines and anticipates improved student outcomes in response to the stated purpose	• Defines an intended student outcome related to student achievement measures	• Does not define intended student outcomes	

FUND FOR TEACHERS

	• Culminates with a student exhibition, performance or community outreach	• Includes in-depth, authentic student learning experiences and/or capstone projects				
Benefits to Community	• Addresses an authentic, identified need • Envisions new adult learning experiences for colleagues • Invites participation of parents, the school community and/or the broader community in student learning • Engages students in addressing local, state, national or global needs	• Addresses an authentic, identified need • Envisions new adult learning experiences for colleagues • Invites participation of parents, the school community and/or the broader community in student learning	• Addresses an authentic, identified need • Results in colleague and/or team collaboration for improved instruction	• Results in colleague and/or team collaboration for improved instruction	• Results in some anticipated improvements in student learning on grade level or within the content area	• Contains no plans for impact beyond the classroom
Budget Narrative	• Provides cost-effective, well researched expenses related to the itinerary • Any requests for technology, resources and/or artifacts are directly related to the rationale and purpose • Adheres to the expenditure guidelines	• Provides cost-effective, well researched expenses related to the itinerary • Adheres to the expenditure guidelines	• Provides researched expenses related to itinerary • Adheres to the expenditure guidelines	• Provides general requests with reasonable expenditures	• Provides general requests with no evidence of research	• Provides no requests by category • Lists unacceptable expenses

Notes:
Fellowship Rationale and Purpose
Project description
Teacher Growth and Learning
Application to Instruction
Student Growth and Learning
Benefits to School and Community
Budget Narrative
Overall

FUND FOR TEACHERS

Projects

- Student travel
- Completion of baccalaureate or post baccalaureate degrees, teacher certifications, university/college credit hours, courses for graduate credit
- Onsite (or campus) professional development at your school or by the district
- Compensation for substitutes or stipends
- Presenters, guest speakers, instruction, etc. provided on campus for students

Transportation

- First, Business, Economy Plus, etc. (e.g. anything outside of economy class)
- Upgrades
- Unapproved ticket changes (Fellows needing to change original ticket purchases should contact FFT for approval)

Lodging

- Laundry services
- Mini-bar purchases
- In Room Entertainment

Food

- No more than one alcoholic beverage per Fellow, per receipt
- Meals may only be expensed for the Fellow, not their guests or other homestay residents
- Note: Grocery purchases apply to the $50/maximum per Fellow, per day

Materials and Supplies

- Toiletries
  (sunscreen, shampoo, soap, etc.)
- Suitcases, duffle bags, etc.
- Clothing
- Personal Souvenirs
  (candy, t-shirts, jewelry, etc.)

Equipment

- Accessories for computers, iPads, cameras, etc. (e.g. cases, tripods, remote controls, travel kits, over-and-above factory included accessories)
- Chargers, international adapters and converters
- Warranties/Insurance for Technology
- Software licenses unrelated to Fellowship implementation

- Software licenses in excess of number of Fellows (i.e. one license per Fellow)
- Team must purchase technology at the same price and/or location
- Technology purchases should be well-researched, and all attempts to utilize school and teacher accounts and/or discounts should be made

Miscellaneous

- Pet Care / Boarding
- Childcare
- Gifts/Donations are the personal responsibility of Fellows and cannot be paid by grant dollars
- Telecommunications (Cell phones, roaming charges, SIM cards)

- Gift Cards
- Pet Care
- Foreign Transaction Fees
- ATM Fees
- Engraving / Personalization of Apple technology
- Gratuities (except dining/restaurant tips) are the responsibility of the Fellow

Approval of any fellowship expenditure is at the discretion of Fund for Teachers and/or our local partners.

⚠ **Take your time.** Successful grant writing can take a considerable amount of time. Prepare for the process by writing a quick summary of your ideas for each section of the proposal before you begin your narrative. You might also find it helpful to do the bulk of your research on the location or program you are interested in before writing.

⚠ **Identify a need.** When developing your fellowship idea, begin with the need you will meet or the key questions you will answer, rather than with a travel destination or the program you would like to attend.

⚠ **Avoid ambiguity.** Strong applications are detailed and explicit about why the project is important, the impact on personal as well as professional growth and how the learning experience will be applied in the classroom.

⚠ **Be thorough.** Fund for Teachers provides leading questions for each proposal section, but don't feel limited by them. Your application is the only tool you have to convince the selection committee that your project merits funding.

⚠ **When writing is hard, talk it out.** Sometimes it's hard to just sit down and write. Instead, talk it out with one or two people, and ask them to write down your exact words. Then, see if you can use that as the start of your written answers—make whole sentences, move things around and make it flow together. When you're done, read it aloud to see how it sounds.

⚠ **Tone.** As you begin writing your proposal, remember that your tone is as important as your content. Selection committees want to choose teachers who demonstrate need and follow through with great action plans.

⚠ **Ask for help.** Ask a peer, district grant coordinator or friend (particularly one not in education) to read your proposal. Encourage them to use our Scoring Rubric to rate your proposal as they read. If they encounter any weak sections, make changes and ask that they re-read and score it again.

⚠ **Junk the jargon.** Avoid using "edu-speak," technical terminology or acronyms that may be unfamiliar to those outside of education.

⚠ **Proofread.** There is no spell or grammar check within the online application system. *Our best advice*: Compose your proposal in a Word document. It makes it much easier to proofread, share with peers, and finally just copy and paste into our online system.

⚠ **Get inspired!** There are nearly 8,500 Fellows across the country; some are in your school or district. Use our project search database to find fellowships completed in past years at http://fft.fundforteachers.org/applications/fellow_search. Email FFT at info@fundforteachers.org to make contact with a particular Fellow.

FUND FOR TEACHERS

General

⚠ **Do you sell my email address?**
Fund for Teachers and their collaborating partners do not sell or distribute email addresses.

⚠ **I work at a year-round school, when can I take my fellowship?**
Teachers who are employed by year-long institutions may use their funds during any of the periodic school breaks.

⚠ **Does the team lead receive all the grant funds?**
Team grant funds are equally distributed between all members.

⚠ **Can I see what other teachers have done on their fellowships?**
For examples of awards previously given by the Fund, visit:
http://www.fundforteachers.org/fellows.php.

Eligibility

⚠ **After being awarded, how many years do I have to wait to apply again?**
Five years.

⚠ **Can I apply as both a team and an individual?**
No, applicants may only submit one application per grant year. Identical applications will not be considered; proposals must be written by the person(s) participating in the fellowship.

⚠ **Does student or substitute teaching count toward the 3-year eligibility criteria?**
No. You need to have at least 3 years teaching experience as a classroom teacher. You may be in your 3rd year at the time you apply.

⚠ **Can I use my previously funded application?**
No; previously awarded applications will not be considered.

Application

⚠ **Can you give me an example of a brief project description?**
For sample project descriptions visit: http://www.fundforteachers.org/documents/2017/Sample-Project-Descriptions.pdf.

⚠ **How many pages is 25,000 characters with spaces?**
25,000 characters includes spaces and punctuation and is the equivalent of approximately six and half single-spaced typed pages. You will not be able to advance to the itemized budget page if you exceed 25,000 characters.

△ **Why should I compose my proposal in a word processor?**
Using a word processor makes it easier to complete the proposal by allowing you to keep track of the character count, proofread and help prevent the loss of data.

△ **Can I use quotes within my proposal?**
Yes; however, do not copy directly from tour guides, brochures or websites. Cite your sources.

△ **Does the application have to be completed all at one time?**
No, you can come in and out of the system as many times as you like. However, the system does not automatically save your work. Please remember to save your work often.

△ **Who is considered part of the school community?**
School community includes colleagues, administration, student body, parents and local businesses.

Selection/Notification

△ **How do you choose grant winners?**
Each eligible application is reviewed by a Selection Committee comprised of educators, Fellows and corporate and civic volunteers and scored using our Scoring Rubric.

△ **What does a "blind" selection process mean?**
We remove the coversheet (your identifying information) and ask that you do not include such information in your proposal. The committee bases their review and scoring solely on the merit of your proposed project.

△ **What percentage of grant applications are funded?**
It differs year-to-year based on a number of variables, including the number of applications received, funding available and proposal quality.

△ **Is there a preference between one type of project over another?**
Fund for Teachers believes strongly that the teacher knows best what project is most beneficial to them, and therefore there is no preference given to international vs. domestic travel, teams vs. individuals, pre-packaged programs vs. self-designed itineraries or one locale vs. another. Priority is not given to applications that request less than the maximum grant allowance.

△ **Do I receive notification even if I am not awarded?**
Yes, all applicants receive notification of the selection committee results.

△ **Why wasn't my proposal selected?**
By far, the most common reasons that proposals are not selected are:
- FFT does not have enough funds to accept every request.
- The proposal did not include enough detail, or adequately respond to each application question.
- The applicant didn't follow application guidelines.

△ **I was not awarded and would like feedback; how can I get my scores?**
At this time, Fund for Teachers does not provide individualized application feedback. We encourage you to reapply using the application resources to guide you in the revision process.

FUND FOR TEACHERS

Planning your FFT Fellowship:

We have designed this tool to front-load the thinking that we know contributes to a successful application. You can use it as a "notecatcher" for budding ideas, or copy it to a Google Drive to collaborate with a teammate or coach as you develop each section of the application. Each question is connected to a section of the FFT application, which is included at the end of this document. The 2020 application is due January 30, 2020. The application goes live on October 1, 2019 and you can find it [here](#).

Boxes expand as you type. If something is underlined, make sure you go deep and detailed with it.

What is the <u>possibility</u> you envision, for your classroom or your school as a whole?
What are your students' strengths and challenges as learners?
What part of your teaching needs deepening?
What transformational experience do you envision for your students?
What is getting in the way of your students' achievement in terms of engagement and mastery as leaders of their own learning?

Use with ["Student Growth and Learning"](#) and ["Rationale and Purpose"](#) (these links go to the corresponding application question boxes later in this document).

What <u>learning</u> on your part would help you effect this change?
What do you personally need to learn, and why?

Use with ["Teacher Growth and Learning"](#)

What, step by step, would you <u>do</u> to learn this? (the more specific, the better)
Where would you go?
What would you do when you get there?
Whom would you meet with? Why?
How would this push you out of your comfort zone?

Use with ["Project Description"](#)

How, specifically, would *your* learning <u>transform</u> *kids'* learning?

Why does it matter to your students that you learn what you propose? How is this something they couldn't get unless you go? What can you bring back as authentic artifacts and experiences that will engage your students more deeply in learning?

Use everywhere, especially "Rationale and Purpose" and "Student Growth and Learning".

How would your learning transform your classroom and/or school? What will you do to <u>share</u> your learning?
How might you collaborate with colleagues and school leadership to implement your learning? What role will they play? How might you engage parents and the broader community?

Use with "Benefits to School Community"

How, specifically, would you effect the <u>transfer</u> of your learning?
A curriculum plan/action steps, as specific as possible. What are the specific outcomes students will achieve? How will you collaborate with others to extend student learning?

Use with "Application of Learning to Instructional Practice"

Use your notes from the above questions in your actual FFT application. FFT recommends word-processing your responses and then pasting them into the application. You can work on responses here, to collaborate with team members and coaches.
Boxes expand as you type. Note the application limit: 25,000 characters, including spaces, (approx. six and a half typed pages) cumulative for all seven sections.

FELLOWSHIP RATIONALE AND PURPOSE When thinking about your teaching practice, describe what you know about your students, their backgrounds and their learning challenges. What are the gaps in your own practice or the culture of your school that your fellowship will address? How do you intend to strengthen your teaching practice through this fellowship to meet your students' needs? Reference specific demographic and achievement data of your students related to these needs/challenges. What are your learning goals? What are the key questions that will guide your professional learning? What grade(s) and subject area(s) do you teach?

PROJECT DESCRIPTION: Describe the details of your proposed fellowship and the research behind it. What key activities will you pursue? How do they relate to the needs of your students and your learning goals? What is the timeframe for achieving your fellowship goals?

TEACHER GROWTH AND LEARNING: How will your fellowship build **your** content knowledge and strengthen **your** instructional practice? How will your fellowship help you address **your** learning goals and professional development?

APPLICATION OF LEARNING TO INSTRUCTIONAL PRACTICE: Outline a plan, short and long range (unit), for achieving your learning goals and the intended outcomes for your students, school and community. What are the new learning experiences that will result from your fellowship? What are the specific processes and collaborations that will lead to new learning experiences for your students? What are the roles of colleagues, school leadership and external partners in helping you achieve the outcomes you seek? How will you assess your students' learning?

STUDENT GROWTH AND LEARNING: How will students benefit from your proposed fellowship, both in the classroom and beyond? What new, authentic and engaging additions will this experience bring to your classroom? What are the learning outcomes for your students?

BENEFITS TO SCHOOL COMMUNITY: How will your fellowship experience contribute to your school community's efforts to engage students in authentic learning and problem-solving? How will new structures or processes take shape? How will you engage parents and the broader community as partners in supporting student success? How will you share your fellowship learning with colleagues?