

EXECUTIVE SUMMARY

Grant Program	Subaward from the University of Chicago for the Hewlett Foundation Program
Funds Requested	\$349,875 awarded as a reimbursement
Financial Impact Statement	The positive financial impact of the first installment of this subaward is \$349,875. The source of funds is the University of Chicago from its Hewlett Foundation grant award. There is no additional financial impact to the District.
Schools Included	Elementary Schools and Centers serving K-5 students Districtwide
Managing Department	Applied Learning
Source of Additional Information	<ol style="list-style-type: none"> 1. Susan Cantrick, Director – Applied Learning 754-321-1859 2. Dr. Nicole Mancini, Director – Elementary Learning 754-321-1850 3. Dr. Lisa Milenkovic, Supervisor, STEM+Computer Science – Applied Learning 754-322-1850 4. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP) 754-321-2260
Project Description	<p>This research project aims to increase the frequency and quality of Broward County Public Schools elementary teachers (grades K-5) enactment of three specific key practices to support elementary students' critical thinking. Additionally, it seeks to uncover the factors that may increase teachers' implementation of these practices. The critical thinking (i.e. deeper learning) practices of interest include:</p> <ul style="list-style-type: none"> • Teacher facilitation of students considering alternative points of view in relation to their own (argumentation); • Teacher facilitation of students supporting statements with evidence (use of evidence); and • Teacher facilitation of students communicating their thought process to others (communication). <p>For the purposes of this study, these practices are called the “DIG Deeper” practices (D is for Debate, I is for Illustrate, and G is for Generate – to represent each of the three practices). The communication strategies supporting use of the practices is called the “DIG Deeper Campaign.”</p> <p>In addition, this project is interested in understanding how teacher facilitation of student engagement in critical thinking spreads across teachers and schools within the district. As such, it is important to also investigate the district's organizational readiness and willingness to support teachers' implementation of the DIG Deeper practices with students.</p>
Research Methodology	Student engagement in “cognitively demanding work” is, essentially, synonymous with the deeper learning competency of <i>critical thinking</i> . The Hewlett Foundation and others have identified “critical thinking” as one of the most important 21 st century workforce competencies in the U.S. and worldwide (Finegold & Notabartolo, 2010)
Alignment with Strategic Goals	This project is aligned with District Strategic Plan Goal 1: High-Quality Instruction (Literacy and Early Learning) and District Strategic Plan Goal 3: Effective Communication (Applied Learning).
Level of Support provided by GAGP	GAGP provided level 3 contract processing support. GAGP staff managed thorough communication with the funder to add standard contract language to the agreement, acted as the contact person for the legal contract review process and related negotiations, processed the agreement package for board review, and will ensure proper execution and archiving of the agreement.