



## 2022-2023 Clean Energy Fellows: Water Power Cohort Application

Thank you for your interest in applying to CE's Pacific Northwest Clean Energy Fellows Program. We are thrilled to be able to offer this opportunity to teachers across Washington, Oregon, Idaho, and Montana located in customer-owned utility territory. See [this map](#) to determine eligibility. Note: teachers located in Portland General Electric, Pacific Power, Avista, and Puget Sound Energy are not eligible as these are not consumer-owned utilities.

This application will take approximately 30-60 minutes to complete. We strongly recommend you have reviewed the application pdf and pre-written answers to the long-form questions in order to more easily complete the application.

Note: Applications must be submitted by June 12 at 7pm.



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### Part I. Program Details

Please review and confirm that you understand all details.

# Clean Energy Fellows

Working as part of a regional Clean Energy Talent Development Hub, a project facilitated in partnership with the U.S. Department of Energy and National Renewable Energy Lab, this cohort will operate as national K-12 leaders in building the water power talent ecosystem. These Clean Energy Fellows will focus on aggregating and updating curriculum, increasing avenues for engagement in activities, and collaborating with industry voices to jumpstart access to this particular career sector. An emphasis on blending history, future grid challenges, and the inclusion of voices from all impacted populations in the region will shape this project.

## Regional Collaboration and Partnership Development

Water Power Clean Energy Fellows will meet consistently with the Fellows cohort to provide peer-to-peer feedback, build content knowledge, and identify equitable pedagogy to guide the development of their new programming. Beginning with the August Leadership Institute, this collaborative approach continues throughout the rest of the cohort's first year and beyond, through follow-up consultation and participation in a Fellows Leadership Network. Throughout this process, CE will recruit regional industry and community partners to provide expertise on specific topic areas and support Fellows in their delivery. This partnership development will also take place at a community level, with supports in place to build relationships between Fellows and their local utilities, energy-adjacent industries, educational networks, and other community partners.

Throughout this process, CE will recruit regional industry and community partners to provide expertise on specific topic areas and support Fellows in their delivery. This partnership development will also take place at a community level, with supports in place to build relationships between Fellows and their local utilities, energy-adjacent industries, educational networks, and other community partners.

## Curriculum Development and Thought Leadership

Water Power Fellows will develop a toolkit of curricular resources for their grade level. This NGSS strand aligned toolkit will meet the needs of their geography, and be replicable within other communities. Working together to identify and share materials within the cohort, Fellows will identify gaps in the coherent learning progressions over the K-12 storyline and collaborate with CE and industry partners to identify and develop tools to fill those gaps. With a focus on inquiry through engineering design models and STEM, CE will work with Fellows to create student-centered phenomenon-based solutions to promote sensemaking in the classroom.

For an example of curriculum from our Renewable Gas cohort, see [this link](#).



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### Part II. Personal & School Information

**Name \***

First Name      Last Name

**E-mail \***

**Phone Number \***

Area Code                      Phone Number

**Role \***

- Classroom Educator
- Out-Of-School-Time Educator
- Instructional Coach/Facilitator/TOSA
- Other Instructional Specialist
- Administrator

**Subject Area(s) Taught \***

- All
- General Science
- Physical Science
- Life Science
- Biology

Physics  
Environmental Science  
Computer Science  
Math  
STEM  
Career Technical Education (CTE)  
Social Sciences  
English Language

**Grade Level(s) Taught \***

Pre-K  
K  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12

**School/Organization Address \***

School Name

Street Address

City

State / Province

Postal / Zip Code

Country

**District (if applicable) \***

## Your Electric Utility \*

This will be important for eligibility and as part of your action plan implementation.

## Are you applying as part of a team? \*

Yes

No

## If yes, what is your team member's name?

First Name

Last Name

## Have you previously participated in CE programming or used CE curricular resources? \*

Yes

No

## If 'Yes' above, what was the programming/resources?

## Anticipated Student Reach

Over the course of the 2022-23 school year, please indicate:

## Total number of individual students you expect to teach with this new unit (total across all classes, clubs, etc.) \*

Please enter a single number. If necessary, provide an estimate.

## Number of individual classes or preps you expect in 2022-2023 school year: \*

**Number of colleagues in your school district that you intend to train/mentor with these new resources \***

Please enter a single number. If necessary, provide an estimate.

**Please describe the demographics of your school and community and any unique features of your student population that will be engaged through your action plan.**

**Please select all that apply \***

- I am empowered and authorized to take on a leadership role in my district/organization
- I have notified my administration of my application and how it may impact my school/district/community
- I have support from my administration to act in a leadership for renewable energy education
- I am working on gaining permission from my administration to implement a potential action plan.

**Please briefly describe district/organizational support for this work and the potential for elevating your work in the action plan to a district or regional scale. \***

## **Administrative and Industry Partnerships**

In order to ensure project buy-in, CE is requiring that Fellows have an administrative partner that is in a leadership position from their school site, district, ESD, or other governing entity. Additionally, we would like to know if you already have an individual from the energy sector or adjacent industry in your region that is interested in supporting your work in some way. If you do not, CE will work with you to connect you with someone.

**Educational Partner Email \***

**Industry Partner Title and Organization**





## Part III. Curriculum

The following section contains questions regarding how you would approach developing new curriculum focused on this specific topic area as part of a team. These questions are to gauge interest and to provide you with space to share your ideas with the CE team. We will not be using a point system to evaluate your application.

# Clean Energy Fellows: Water Power Cohort

**Curriculum Development Question on Application** - *these questions are to gauge interest and to provide you with space to share your ideas with the CE team. We will not be using a point system to evaluate your application.*

CE would love to get a sense of what your individual strategies would be for collaborating on a team of teacher leaders to accomplish the goals of this cohort. Part of our approach to learning and teaching about emerging technologies is assemblance of an implementation toolkit, or a resource bank for educators to use to explore clean transportation/marine renewables in their classrooms.

Were you to work within this small professional learning community, how would you approach developing a platform of tools that could be used by teachers through the region, and more broadly, to engage students with place-based, career-connected learning that deals with clean transportation/water power topics? Please describe in the space the pieces of this project you would find most important in building these resources. Consider including the following:

- Collaboration strategies and techniques to work collaboratively
- How you could ensure career connections were made throughout
- Best practices in building equity and justice throughout the curriculum
- Ideas for allowing the curriculum to be place-based and aligned with local student needs depending on a teacher's location
- Pieces you would look for and find valuable as a teacher seeking ready-to-use materials in the classroom

### Your Curriculum Strategy Summary \*

500 word limit







## 2022-2023 Clean Energy Fellows: Water Power Cohort Application

### Part V. Scheduling Preferences

#### Leadership Institute

As part of the training process and onboarding experience for new Fellows, CE will be hosting a Leadership Institute (currently scheduled all day virtually on August 8-9, 15-16) for accepted educators and industry partners. We understand that many of your schedules and needs are in flux with COVID-19 changes, and are doing our best to stay ahead of any developing shifts.

**Are you currently able to make the Leadership Institute dates of Aug 8th, 9th, 15th, and 16th?**

- Yes
- Probably
- No
- Unsure

**Please list the start and end of your school terms for the 2022-23 year, including first and last days of each term. For Out-Of School-Time educators, what are your busiest periods between August 2022 and June 2023?**

## Leadership Institute

So we can begin to co-create the cohort year with you, we'd love to get your preferences for when you are generally able to meet, and what you'd like to accomplish during synchronous sessions. Please select any of the following options that appeal to you.

### Timing for Full Cohort Check Ins

*Estimated 90 minutes, with about 3 total during cohort year*

#### Select drop downs to indicate preference

Sun      Mon      Tue      Wed      Thu      Fri      Sat

Early Afternoon

(12-3)

Late Afternoon

(3-5)

Evening (5-7:30)

### Timing for Long Sessions

*Estimated 3 hours long, with about 3-4 sessions during cohort year*

#### Select drop downs to indicate preference

Choose preference

Saturday Morning (8-12)

Saturday Midday (10-2)

Saturday Afternoon (12-4)

Sunday Morning (8-12)

Sunday Midday (10-2)

Sunday Afternoon (12-4)

Break them up into two weekday evenings (90 min each)

## Long Sessions Content

*Please rank the following in terms of what you would like to do during the long sessions.*

**Learn content from experts/industry \***

1 2 3 4 5

**Brainstorm with industry leaders \***

1 2 3 4 5

**Get feedback from other Fellows \***

1 2 3 4 5

**Co-work with another Fellow on your plan (conduct research, develop tools, etc.) \***

1 2 3 4 5

**Discuss content topics with Fellows (could be energy content, pedagogy, etc)-this is not specific to your curriculum \***

1 2 3 4 5

**Clarify/brainstorm details with CE Staff \***

1 2 3 4 5

**Other ideas for what you would like to do at long sessions**

## **CE Staff support**

How could CE staff best support you as you develop and implement your plan?

**Miscellaneous: Anything else that you wish to share with us for this application?**



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# THANK YOU FOR APPLYING!!!

*We will notify you of receipt of your application. We will notify you of our decision on your application by June 21.*

***In case you are selected, please save Aug 8-9, 15-16 for the four-day Leadership Institute to kick off the Fellows cohort year.***

**Industry Partner Name**



## 2022-2023 Clean Energy Fellows: Water Power Cohort Application

### Part IV. Personal Statements

### Personal Statement (up to 500 words)



We'd like to learn more about you, your career journey, and your motivations for becoming a Fellow. Please include:

- Individual aspirations and professional development goals
- How your participation in this program is beneficial to your broader educational community and students
- Why you are interested in developing curriculum around water power topics?
- Demonstration of past leadership in district/career, past curriculum development efforts

## Personal Statement \*

### Personal Equity Statement (up to 250 words)

Fellows will be asked to create curriculum that reflects best practices in culturally-sustaining education, especially for those students with minoritized identities (girls, Black, Indigenous, LatinX, LGBTQ+, rural youth, etc.).

The curriculum will be an example to other educators as to how to build equity in the classroom by meaningfully elevating student expertise and assets, especially those that are derived from their identities.

To that end, please craft a personal equity statement that:

Focuses on you:

- your equity journey
- your learnings
- what you are working on right now to continue on the journey
- your understanding of your identities within a context of power
- Addresses how you understand your role as an educator in either reinforcing or addressing systems of power in the classroom
- Demonstrates steps you have take in your personal and professional life to address issues of equity for your students and community

Note: CE is not in a position to assess your credibility when it comes to equity-rather we seek an authentic expression of where you are in your journey and how you see this playing out in your classroom context.

*This statement may be anonymously shared with other Fellows as part of the cohort process to facilitate discussion and learning across Fellows. CE staff will also share their equity statements.*

## Equity Statement

**Educational Partner Name and Title \***