



## 2021-22 Electric Vehicle Clean Energy Fellow Application

This application will take approximately 1 hour to complete. We recommend you have reviewed the application pdf and pre-written answers to the long-form questions in order to more easily complete the application.



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### Part I. Program Details

Please review and confirm that you understand all details.

## Clean Energy Fellows

The primary objective of the Electric Vehicle Clean Energy Fellows program is for Fellows to develop a K-12 storyline and full units from grades K-12 on electric transportation technologies and issues, to be utilized by a national audience of educators.

This cohort consisting leaders from across the Pacific Northwest (BPA service area) is tasked with building innovative and equitable tools for engaging students in the rapidly innovating electric transportation sector. Primarily taking the form of curriculum development, this process will leverage the expertise of regional industry leaders as well as the localized educational knowledge of Fellows to broaden public understanding of the critical role that electric vehicles and other transportation options will play in a clean energy future.

*Curriculum Development:* Fellows will work in a small cohort to collaboratively plan classroom activities and school programming that builds connections between students, the electric vehicle workforce, and the advanced grid. Fellows will utilize a K-12 storyline developed in an initial Institute, with essential questions and learning goals, to serve as a foundation for replicable activities to be shared broadly to educators with a variety of needs. Educators will align with [CE's Pedagogical Foundations](#), incorporating place-based issues of justice in their final product. See [CE's Statement on Justice](#) for details on how CE approaches equity and justice issues in its work with educators.

*Amplifying Impact:* Fellows will complete this experience equipped with the capacity to share findings and products they developed with national educator and industry audiences. Starting with professional development in their home districts, Fellows will continue to expand the reach of the program and tools through additional trainings and conversations in educational conferences, industry circles, CE trainings, and Fellow mentorship opportunities.

*For more details on the program, timeline, eligibility, and activities, see our [Program Details document](#).*



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### Part II. Personal Information

#### Name \*

First Name      Last Name

#### E-mail \*

#### Phone Number \*

Area Code      Phone Number

#### School District \*

#### School Address \*

School Name

Street Address

City      State / Province

Postal / Zip Code      Country

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

- All
- General Science
- Physical Science
- Life Science
- Biology
- Chemistry
- Physics
- Environmental Science
- Computer Science
- Math
- STEM
- Career Technical Education (CTE)

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

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

**Are you applying as part of a partnership? \***

- Yes
- No

**If yes, what is your partner's name?**

First Name      Last Name

## Anticipated Student Reach

Over the course of the 2021-2022 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 unique classes you expect to teach \***

**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.

## Administrative Support

**Please select all that apply \***

I am empowered and authorized to take on a leadership role in my district

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 new lesson plans

**Please briefly describe district support for this work and the potential for elevating this unit to the district level. \***

## Administrator Contact Information

**Name \***

**Title \***

i.e. Principal, Science Coach, etc.

**Email \***



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### Part III. Curriculum Details

#### Relevance of the Topic (300 words)

As part of the program, the Fellows cohort will be asked to create a [K-12 storyline](#) on electric vehicle and transportation incorporating multiple standards frameworks.

Based on your existing understanding of standards/curricular requirements for your grade band, as well as the developmental stage of your students, how is this topic relevant to your students?

How could this relevance play across a K-12 storyline, specifically:

- What do you see as key understandings that students would need to have entering this grade band related to the topic of electric vehicles?
- What later learning or career pathways do you see your students moving towards in this topic as they progress to later grades?

#### Topic Relevance \*

0/300



## Curricular Ideas (300 words)

The other key objective of this program is to develop curricular units across the K-12 spectrum and multiple disciplines that incorporate electric vehicle issues and technology.

Do you have any ideas for curriculum that you would be excited to develop? Please consider including the following:

- Anchoring phenomena, design problems, project, or issues
- Specific approaches of how to incorporate Career-Connected Learning through career exposure, exploration, and preparation (as modeled by [WA STEM's Career Connected Learning Framework](#))
- Specific approaches to how we center of issues of justice, identity and equity as modeled by [Teaching Tolerance's Social Justice Standards](#)

*Note: While the target is in-class instruction, "curriculum" can refer to any education program that is replicable and adaptable across a national audience. Beyond in-class instruction, this could include engineering challenges, enrichments, etc*

### Curricular Ideas \*

0/300



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### 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 these topics
- Demonstration of past leadership in district/career, past curriculum development efforts

#### Personal Statement \*

0/500

#### 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.

*Expect that 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 \***

0/250



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### Part V. Scheduling Preferences

So we can begin to cocreate 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 (8-3)

Saturday (11-6)

Sunday (8-3)

Sunday (11-6)

Break them up into weekday evenings (2-3 hours 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 curriculum (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 curriculum 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 your unit?



**2021-22 Electric Vehicle Clean Energy Fellow Application**

**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 1.*

***In case you are selected, please save Aug 9-10, 16-17 for the four-day Leadership Institute to kick off the Fellows cohort year.***

