I want to take a quick moment and talk about where I started with my project and what I was looking at and how it started. So I wanted to get into computational thinking, defining and developing some strategies, and really putting some things together to start down this road. That was the very first part of it. At the beginning, I was going to work with a few key interested parties, some teachers on campus that were already interested in what I wanted to do. You know, "low hanging fruit", and get started with them. Then start bringing in our digital learning coaches and our instructional coaches as well to help the teachers with this. Then as we started working on these computational thinking activities, and having my students reach out to them. Not having me be the driver of this but my students working with teachers. So they're getting that feedback from students as they work on it and as they develop their curriculum and tweak a project, that they could then use that computational thinking in class for that. So for instance, in the Lord of the Flies instead of at the end of it, the students acting out some scene from it, they would be using something like Sphero to act it out. So they're really digging deeper into what they were learning. It would take a little longer, but they were really having to think about what the author meant as they worked on that. So they're bringing that computational thinking into their classroom. My students would work with them to figure out what their goals were, what they wanted to do and how that was going to happen. Really, you know, starting to craft that and develop it but not just being me and a teacher, but me with students and teachers and really getting this whole infrastructure together and working with our digital learning coaches and our instructional coaches as well. Then as we started going deeper into it, promoting this and working out some professional learning in the school to help build more capacity for that. Then along the way, start bringing in other teachers and the other engineering teachers. We have an education program on campus and bringing those people in as well. So the future teachers, you know, people are learning the teachers, they could work on this as well. And then those teachers that had done it, working with their teachers in their team,

and making this really a sustainable, bigger project and that was really where I was starting at with this