



2013 Fund for Teachers Fellows Listed by State

ALABAMA

Steven Frost - Loveless Academic Magnet Program High School, Montgomery

Participate in a six-week teacher training program at Nanjing University, focusing on Chinese language pedagogy, classical Chinese and Chinese calligraphy, to build a non-Western language program in a conservative region of the United States and incorporate authentic materials into a Mandarin Chinese curriculum that sparks students' natural curiosity about the Chinese language and culture.

Jennifer Robinson - C.L. Scarborough Middle School, Mobile

Attend the International Society for Technology in Education conference in San Antonio, TX, to learn current trends in technology and education, including strategies for teaching, assessing, and managing a technology classroom to prepare students for 21st century college and career success.

Tyson Read, Rachel Povlacs – Carroll High School, Ozark

Examine how World War II affected European communities as expressed through textual evidence, architecture, and artistic samplings to inspire students' appreciation of the past, in their present, through a new collaborative social sciences/fine arts curricula.

Derrick Hester, Michele Tangle, Kim Patterson, Pamela Broome, Terri Stevison, Stacy Harmening – Saraland Middle School, Saraland

Attend the National Differentiated Learning Conference in Las Vegas to discover innovative teaching strategies that inspire instructional creativity, stimulate classroom engagement, and improve student achievement by meeting the unique learning needs of a diverse student population.

Dana Langford, Susan Ogle – Ira F. Simmons Middle School, Hoover

Explore Costa Rica's volcanoes, rain forests, Pacific Ocean and NASA space laboratory to illuminate an eco-system most students will never experience and foster a better understanding of earth's diversity and their environmental stewardship.

Lynne Burgess – White Plains High School, Anniston

Attend hands-on workshops for Adobe Creative Suite, InDesign Tablet Publishing, and Apple iBooks that facilitate the electronic publication of curriculum and engage students in digital learning, literacy and publications.

Angela Crawford – The Continuous Learning Center, Mobile

Teach English in a Rio de Janeiro favela, or shanty town, to build a more developed sense of global

understanding and social responsibility among students and staff and investigate ways literacy can empower personal and social change.

Mona Pop – Pike County Elementary School, Brundridge

Participate in an intensive Spanish language program at the Complutense University of Madrid to enhance communication skills and facilitate an inclusive school environment that promotes diversity and supports meaningful learning experiences for language minority students and their parents.

Tiffany Stonecipher, Amy Willingham – Muscle Shoals Center for Technology, Muscle Shoals

Attend the Microsoft TechEd North American 2013 conference in New Orleans, followed by the EdMedia World Conference on Educational Media and Technology in Victoria, British Columbia, to sharpen software skills and help students become career ready.

Nefertari Yancie, Veronica Simmons, Donna Jones, Contanika Johnson– Huffman Middle School, Birmingham

Research the cause of Ireland’s “Great Hunger” and how the famine forced migration of millions of Irish immigrants to America to highlight ties between the Irish and African-Americans, a culture also subjected to forced immigration.

April Chamberlain, Donna Speegle, Jamie Peerson – Hewitt-Trussville High School, Trussville; Rachel Brockman, Christi Williamson – Paine Primary School, Trussville

Analyze the use of YouMedia programs and Learning Commons’ models in Chicago-area libraries to redesign how students work with space, time, resources and community mentors in order to explore, create and publish using new media.

Peggy Boynton – James Clemens High School, Madison

Participate in a seminar sponsored by the American Association of Teachers of German and the Austrian Federal Ministry of Education, Arts and Culture to explore Austria’s unique cultural and linguistic diversity to help students understand how this country fits into the scope of the larger German-speaking and European landscapes.

Kathy Perkins – Vermer Elementary School, Tuscaloosa

Embark on a driving tour through Tennessee, Kentucky, Virginia, West Virginia, Maryland, and Pennsylvania, visiting battlefields, Presidential homesteads, National Parks, and other historical sites, to increase knowledge of American history and develop students’ enthusiasm for the American democratic system of government.

Tracie Boland, Tammy Guthery – Vinemont Middle School, Vinemont

Explore Hawaii’s history, culture and geography to broaden student awareness and create cross-curricular units incorporating history, science, reading and language arts.

Lindsay Mouyal – Brookville Elementary School, Graysville

Participate in a seminar for art educators in New Mexico celebrating art and culture of the Pueblo

Indians to deepen personal knowledge and plan a school-wide “Southwest Festival” highlighting expressive music, geography, folk art, and language representing this Native American culture.

Clint Merritt – Hazel Green High School, Hazel Green

Learn from theatre professionals at the Improvisational Acting Training and Comedy Sketch Writing @ Second City Theatre in Chicago and the International Thespian Festival in Lincoln, NE, to garner more student participation in the school’s theatre program and illustrate the idea that theatre is a safe outlet for teenage creativity.

Starr Weems – Ardmore High School, Ardmore

Observe in Israel the confluence of the Abrahamic religions and research how religion affects art, both ancient and modern, to enhance a combined art/foreign language curriculum and cultivate cross-cultural awareness.

ARIZONA

Jeffrey Dyer - Northpoint Expeditionary Learning Academy

Connect with musicians, artists, and NGOs in North and East India to research Indian culture and develop a semester-long curriculum culminating in a two-week student travel experience in India.

CALIFORNIA

Los Angeles

Lea Woods – McKinley Elementary School

Live among the Kisii and Masai peoples in Eastern Africa to explore the cultures’ oral history, folktale and storytelling traditions and enhance school’s World Theatre and Dramatic Story curriculum component of the arts instructional guidelines.

Latiffe Amado – Environmental Science and Technology School

Join environmental conservation efforts in Nepal, while studying the cultural and biological diversity of the region to increase the global perspective of environmental science students and facilitate their respect and engagement with cultures, practices and environments outside of their own.

Gaby Perez – Camino Nuevo El No. 3

Collect and document stories, narratives, histories, and other literary assets in Mexico City and the state of Oaxaca to make current dual-language curriculum more meaningful and culturally relevant, and encourage students to preserve, read and write their own stories.

Hannah Kim – New Open World Academy

Attend the Teachers College Reading Institute at Columbia University in New York City to create reading units of study, develop assessments, and integrate the Common Core Standards and English Language Development strategies into current Reading Workshop practices.

Melinda Weathersby – Burroughs Middle School

Explore the unique history, culture, natural environment and traditional arts and crafts of the African-American Gullah artists of the South Carolina's Lowcountry and Sea Islands to develop a new, interdisciplinary American Art unit.

Lindsey Wooldridge – Madrona Middle School

Experience the interaction of multiple cultures in Morocco and Turkey to enliven middle school history curriculum and inspire students' understandings of these cultures and exploration of the world around them.

Gladis Reyes – Arleta Senior High School

Explore ecosystems and biodiversity found in five biomes across the southern United States to gain confidence in teaching ecology and develop an engaging standards-based science unit.

Jennifer Meylan – Valley Charter Elementary School

Join Earthwatch Institute's Sea Turtle Conservation Program in Trinidad as a "citizen scientist" to inspire students' ecological stewardship and help shift the school's life sciences curriculum from the absorption of literature-based knowledge to learning through experimentation and fieldwork.

Kerry Olinger – Mark Twain Middle School

Participate in an archeological expedition along Italy's Ancient Etruscan and Roman Coast, learning methods for surveying, collecting, cleaning and recording artifacts, to simulate archeological digs for students with learning differences and transform their learning from two-dimensional to experiential experiences.

Liz Vanegas, Rocio Chavez – Camino Nuevo Charter Academy

Attend the Teachers College Summer Reading and Writing Institute at Columbia University in New York City to learn techniques for differentiating instruction and to develop a Spanish and English Language Arts curriculum tailored to bilingual students.

Evelyn Seubert, James Gleason – Grover Cleveland High School; Kathleen Rudolph - Keppel Visual and Performing Arts Magnet

Attend the 8th International Youth Media Summit in Belgrade, Serbia, to learn ways of teaching strategies for building bridges and overcoming conflicts between cultures and prepare us for hosting the 9th International Youth Media Summit in 2014 in Southern California, produced by us and led by our students.

Rosa Viera, Shay Levy – Camino Nuevo Charter Academy

Observe Singapore's innovative math instruction and academic culture to improve school's math instruction and vertical articulation, and empower students with the mathematical understanding to compete in the global community.

Paul Wainess – Shirley Avenue School

Investigate in the French Alps the Alpine Marmots' ability to cope with climate change resulting from

global warming to offer students real world understanding that inspires them to help make positive change in the environment.

James Locke, Maggie Mabery – Manhattan Beach Middle School

Conduct explorations of the Galápagos Islands and the equator in Quito, Ecuador, to create a multidisciplinary unit including the cultural influences, geography and historical contribution of the Islands to Darwin's Theories.

Oakland

Ana Thomas, Alison Ball – Peralta Elementary School

Experience Panama's Bocas Del Toro Turtle hatchery and Belize's Turneffe Sea Turtle Research Project and Glover's Reef, to produce a narrative journal and short video that inspires students' curiosity and ecological activism.

Julia Lehman – Urban Promise Academy

Participate in climate change research at Lake Baikal, the world's oldest and largest freshwater lake in Siberia, to create a middle school science curriculum focusing on the little known "Galapagos of Russia."

Shelley Gordon – Roosevelt Middle School

Participate in the Summer Institute at High Tech High in San Diego and the Global Volunteer Network's *Be the Change* conference in Taupo, New Zealand, to explore and develop student access to meaningful service-learning projects and cultivate increased global awareness.

Randy Porter – Westlake Middle School

Participate in the Jazz at Lincoln Center's Band Director Academy in New York City to develop techniques for teaching improvisation and style in the school jazz ensemble setting that empower students to perform and understand jazz at a higher level.

Ellen Oppenheimer – Peralta Elementary School

Study batik, shadow puppet theatre and cooking in Java and Bali to lead students' in-depth study of Indonesia's culture, craft and art to develop deeper learning about a diverse cultures through the lens of artistic discipline.

Bernadette Zermeno – Bridges Academy

Attend the Mathematics in the City Institute in New York City to develop skills for creating real-life integrated mathematical problems while supporting personal conceptual mathematical skills.

Nate Gong – Oakland Technical School

Travel to Guangdong, China, in collaboration with the Him Mark Lai Family History Project, to research and document ancestral villages and develop a comprehensive unit on immigration and identity by applying genealogical research skills.

Jo Miller - Melrose Leadership Academy

Participate in language immersion and literacy co-teaching programs in Nicaragua to increase Spanish

language fluency and develop a Spanish literacy program that enables English Language Learners in Special Education to become empowered readers and writers in their primary language.

San Francisco

Jessica Cohen – Gateway to College

Participate in an intensive language study and cultural immersion program at the Instituto Chac-Mool Spanish Language School in Tulum, Mexico, to facilitate better collaboration with Spanish-speaking, at risk students and their families.

Karen Osher, Cristina Moreno, Marie Tang, Claudia Macias-Fraser – Monroe Elementary School

Participate in the Teachers College Summer Reading Program at Columbia University in New York City to continue implementing reading and writing workshops with current technology

Frankee Grove – Independence High School

Join an Earthwatch Institute expedition researching bottlenose dolphins on the east coast of Greece to implement a dolphin research project that boosts minority students' engagement in science, cultivates a passion for marine conservation and demonstrates the real-world application of science.

Audra Hollingsworth – Everett Middle School

Explore Thailand, Laos and Vietnam to develop understanding and appreciation of how ethnic minorities assimilate into the dominant culture while retaining their own cultural identity to guide work with growing Asian English Language Learner population and create curriculum that values, respects and celebrates student diversity.

Julie Frazee, Brianna Boedecker, Sheila Adams, Lauren Thurston, Cate Walter, Alisa Cohen – Grattan Elementary School

Attend the Teachers College Reading and Writing Program at Columbia University in New York City to support school's balanced literacy model in advance of the California Common Core Standards adoption.

Matthew Furey – Lowell High School

Study historically-significant sites throughout Mexico to understand upheavals central to Mexican history and effectively teach the school's fastest growing population of students about their ancestral homeland.

Megan Deane – John O'Connell Technical High School

Join an educators' 30-day NOLS backpacking expedition in Lander, WY, to learn how to facilitate leadership development, risk taking, and group work in the outdoors to begin an outdoor program that compliments curriculum and develops group collaboration skills.

Lancelot Reed – Francisco Middle School

Research and document Peruvian and Incan architecture to blend history of ancient civilizations into a science curriculum on engineering and help students look into the past to find solutions for the future while studying physics and geometry.

Heidi Avelina Smith – James Lick Middle School

Retrace ancient trade routes around the Mediterranean Sea connecting Central Asia, North Africa, and Europe and create a photojournalistic essay documenting contemporary evidence of the continued intercultural diffusion, economic interdependence, and political complexity of the region to reexamine Ancient Civilizations curriculum which highlights cycles of dominance and conquest rather than interdependence and diffusion.

Annie Luu, Melissa Thormahlen – John Yehall Chin Elementary School

Attend Teachers College Summer Reading & Writing Program at Columbia University in New York City to learn how to create an enriching, well-balanced literature program that allows students to take ownership of their own learning.

Kelli Riggs, James Zucchi, Liz Wong, Erika Williams – Feinstein Elementary School

Attend the Teachers College Reading and Writing Summer Programs at Columbia University in New York City to develop and implement reading and writing workshops for three grades and build a school-wide culture of literacy development.

Laura Dowson, Victoria Kopecky – Longfellow Elementary School

Participate in the Teachers College Summer Writing Program at Columbia University in New York City to learn best practices for teaching writing to highly diverse students ethnically, linguistically and socio-economically.

COLORADO

Aurora

Royce Hale - William Smith High School

Obtain Wilderness First Responder certification course through the National Outdoor Leadership School in Colorado's Rocky Mountains, then complete a 14-day certification through the Boulder Survival School, to teach wilderness skills that not only provide content knowledge, but also develop character strengths such as grit, perseverance, interpersonal skills and self-efficacy.

Kelly Nickell, Kayla Shea, Scott Alverson - Tollgate Elementary School

Create in St. Eustatius a documentary focusing on the important role the tiny Caribbean island played in the American Revolutionary War and inspire similar student-created films that teach students to "think like historians" and utilize every step of the writing process.

Denver

Sarah Shay - Odyssey School

Investigate the role of propaganda during the Holocaust through two workshops at Anderson Ranch in Snowmass, CO, and develop techniques to lead students in the creation of a print-based version of the Universal Declaration of Human Rights that calls peers to take action in their own lives.

Wren Siegel - Adventure Elementary at Western Hills (PreK-6)

Research the African savanna at the LEWA Wildlife Conservancy in Kenya to enhance a 4th grade Plains Grasslands expedition and motivate students to implement a local conservation service project.

Fort Collins

Jennifer Sunderland - Polaris Expeditionary Learning School

Interview scientists and writers at world heritage sites in Australia to learn how biodiversity informs science writing and citizen ecological understanding and create a "Walkabout" curriculum for 6th grade science and English classes.

ILLINOIS

Chicago

ELEMENTARY AND MIDDLE SCHOOLS

Matt Baron - Alexander Hamilton Elementary School

Reinforce Spanish language skills while exploring Ecuador's geography, language and culture, to better communicate with students and their parents and create a unit of study on Quito, the Amazon Rainforest and the Galapagos Islands.

Manuel Gregory - Ames Middle School

Explore how discoveries, technologies, and persons impact space exploration by touring Russian and Finnish institutes and participating in the European Week of Astronomy and Space Science conference in Turku, Finland, to enhance content knowledge and increase students' interest in the topic.

Sue Knibbs, Josefina Otero - Andrew Jackson Elementary Language Academy

Explore eight of the northern New Mexico Native American pueblo, interacting with Native peoples and experiencing cultural connections related to food, art, music, history and architecture, to promote the teaching of Native American studies and their significance in the development of our country.*

Sherisse Lucas - Ashburn Community Elementary School

Attend the Teachers College Writing Workshop at Columbia University in New York City to learn strategies for implementing a successful writing program school-wide that addresses the needs of young writers.

Amy Twardoski - Bronzeville Lighthouse Charter Elementary School

Attend The Creativity Workshop in Chania, Crete, to explore writing, drawing, and visualization techniques that will enhance creative expression in teaching and learning for students with special needs.

Margo Martin - Charles P. Caldwell Academy of Math & Science Elementary

Learn how to teach the French using the Total Physical Response method (scenarios using a series of actions that include targeted grammar, vocabulary and verbs in the target language only) from the

CAVILAM Language School in Vichy, France, to transition students into a total immersion-style of language instruction.

Lisa Anderson, Cathy Gonzalez, Kiah Nolan, Jamie Spiller and Jennifer Toomey – Donald L. Morrill Math & Science Elementary School

Attend Orton Gillingham Training through the Institute for Multisensory Education in Boston to learn a multi-sensory approach to teaching reading and reading foundations for primary, ELL and special education students.*

Deni Drinkwater - Edison Regional Gifted Center

Collaborate with a therapeutic theater-based program at the Twogere Girls Club in Budondo, Uganda, to learn ways of empowering students to express their fears and struggles in positive ways through issue-based performance.

Angela Maniaci - George B. Swift Specialty School

Participate in a World Music Drumming clinic at Chicago's Vandercook College of Music, studying under a master Ghanaian drummer, to increase the level of difficulty of ensembles for middle school students and incorporate music that is authentic to the cultures of the students' heritages.

Sarah Chambers, Shannon Redding - Maria Saucedo Elementary Scholastic Academy

Enroll in the Oaxacan Spanish Language School in Oaxaca, Mexico, and deepen language skills and familiarity with the region's history to better connect immigrant students' past experiences with new concepts that result in long-term learning.*

Angelica Tobias - Marvin Camras Elementary School

Explore on an RV driving tour various American engineering feats, inventions and innovations to inspire students' awareness of/interest in engineering, then enroll in Project Lead the Way's specialization unit, "The Magic of Electrons," to enhance school's engineering curriculum.

Amy Cabrera, Anne Nolan - Mary Lyon Elementary School

Attend the Teachers College Reading and Writing Project at Columbia University in New York City to develop units of study using the Reading Workshop approach and create a more engaging, differentiated reading curriculum.*

Joe Trsar - Minnie Mars Jamieson Elementary School

Participate in an intensive Mandarin Chinese language program in Shanghai, explore the art of Chinese calligraphy and experience the preserved villages of Xidi and Hongcun to offer students a breadth of skills, experiences and knowledge that inspire interest in the Chinese language and culture.

Sara Urben - Namaste Elementary Charter School

Improve language skills at the Intercultura Spanish Language School in Samara, Costa Rica, and observe best practices in dual-language instruction at The Cloud Forest School to demonstrate for students the value of a second language - a skill many of them take for granted.

Aubrey Perlee - Prieto Math and Science Academy

Participate in a Lesson Study Immersion Program at Tokyo Gakugei University, observing mathematical research lessons & participating in post-lesson discussions, to learn how to teach by facilitating students' explanation of their reasoning and processes used to arrive at conclusions.

Dan Lundak - Sauganash Elementary School

Trace the steps of the US soldiers (specifically the teacher's grandfather) from England to the shores of France during the D-Day invasion to lead students' debate of the essential question, "At what point does the United States become involved in another country's affairs?"

Emily Porter - Washington D. Smyser Elementary School

Learn digital animation and stop-action film techniques during workshops at the German Museum of Cinema and Television in Berlin to lead students in the incorporation of primary sources containing themes of cultural identity, self-identity, immigration, and tolerance into self-made films and cartoons.

Bernita Robinson, Rose Waller - Wendell E. Green Elementary School

Research in Ghana, West Africa, how the Asante culture uses Adinkra symbols, proverbs and stories to guide students' values and principles to enhance teaching of CPS' mandated character education plan.*

HIGH SCHOOLS**Reed Flygt - Albert G. Lane Tech High School**

Study Brazilian music and dance under top Brazilian musicians in the world through an immersion program in northern California to create a samba class that exposes students to world music and educates the school's large African-American and Latino demographic about a musical genre generated from the Trans-Atlantic Slave Trade.

Julie Caracci, Amanda Malstrom – Albert G. Lane Technology High School

Track grandfathers' treks through Europe during World War II to demonstrate how the past connects to the present and to inspire students' similar explorations of their family histories.*

Jeanette Thompson - Chicago International Charter School - Northtown

Attend classes on fiber art at the Arrowmont School of Arts & Crafts in Gatlinburg, TN, and the Create Mixed Media Retreat in Somerset, NJ, to become a scholar of fiber-related techniques and develop the first contemporary fiber arts curriculum that aligns with Common Core Learning Standards.

Carol Moran - Chicago Military Academy at Bronzeville

Participate in a poetry writing/reading seminar at the University of Iowa's Summer Writing Festival, honing skills, learning new strategies for composition and practicing collaborative editing, to model writing practices for a Poetry enrichment course.

Jeff Niemiec - Eric Solorio Academy High School

Canvass the cities of Al-Andalus (a medieval Muslim state now in regions on Spain, Portugal, Gibraltar, Andorra and France) to explore the relics and influence of Moorish history and culture to show students Islam's relationship to the European Renaissance of the 15th-17th centuries.

Rebecca Marfise - Gurdon S. Hubbard High School

Explore the Mexican Mural Movement and art of the ancient Aztecs and Mayans in and around Mexico City to demonstrate how art can express voice through a culminating school mural project.

Trisha Tepavchevich Infinity Math - Science and Tech High School

Tour regions of Eastern Europe haunted by histories of religious and ethnic intolerance to bring students specific strategies to facilitate forgiveness, reconciliation and rebuilding to their own lives.

Evan Kardon - Lincoln Park High School

Track and identify large carnivore species in Brazil's Emas National Park using biodiversity surveys to model ecological research techniques for students and increasing their knowledge and awareness of large-scale conservation biology efforts.

Kathryn Rose – Lincoln Park High School

Attend Harvard University's Project Zero Classroom Institute to learn strategies for establishing a thoughtful culture of learning, engaging students in routines that increase historical thinking skills, and examining how motivation, values, and cultural context are factors in developing these thinking dispositions.

Jeanne Walker - Orr Academy High School

Research Nobel Peace Prize Laureate Muhammad Yunus' concept of social business methods in Dhaka, Bangladesh, followed by visits to Yunus' Grameen America chapters in New York City and Oakland, to create a microfinance curriculum that integrate the arts while addressing social issues in our community.

Kim Goldsmith - Southside Occupational Academy High School

Complete the National Outdoor Leadership School's Yukon Outdoor Educator Backpacking and Whitewater Canoeing Course in Canada to develop hiking, camping, canoeing skills and create and an outdoor education course for students with autism and other developmental disabilities.

Chris Smith - Stephen T. Mather High School

Attend the Blas International Summer School of Irish Traditional Music and Dance at the University of Limerick, Ireland, to enrich orchestra curriculum by integrating elements of Irish folk music, ensemble skills and improvisation.

John Belcaster - Walter Payton College Preparatory High School

Examine the African Leadership Academy's model for 'developing the next generation of [student] leaders' by participating in the entrepreneurial-based Global Scholars Program in South Africa, to establishing a working relationship between the high-achieving students of the African Leadership Academy and high-achieving students in Chicago.

Molly Brady, Jenny Sime - Polaris Charter Academy

Join conservation and data collection efforts in the Galapagos Islands to gather resources for student analysis of animal adaptations and to incorporate a local restoration project as a learning tool to develop critical thinking skills.

LOUISIANA

Em LeBlanc – The Dufrocq School, Baton Rouge

Explore the heritage of Louisiana by becoming immersed in the culture and diversity of Spain and France to increase learning across the curriculum and add relevance to year-long study of the state for students in a low socioeconomic school.

Aimee Welch, Jennifer Bevill – LSU Laboratory School, Baton Rouge

Study meditation and culture in India to implement a meditation program for our students that helps reduce anxiety, increase focus and improve achievement.

Darryl Alello – Copper Mill Elementary School, Zachary

Retrace the footsteps of the Renaissance masters, seeking their inspirations and how their work influenced future artists, to develop techniques for creating a school fresco.

Kim Landry – Loreauville High School, Loreauville; Joanna Swett – New Iberia Senior High School, New Iberia

Experience daily life and culture in France by living with several contacts established through an internet exchange program to enhance current interaction and draft curriculum for prospective AP French Language and Culture course.

Catherine Cummins – LSU Laboratory School, Baton Rouge

Document through photographs and videos locations significant in Charles Darwin's youth to illustrate his life prior to the HMS Beagle and provide middle school students a relevant introduction to the topic of Evolution.

Shelly Stanfield, Ann Dalrymple – Runnels School, Baton Rouge

Attend the Teaching Shakespeare Through Performance workshop at The Globe Theatre in London and learn to teach Shakespeare in its most accessible form - performance.

Jess McKowen – Zachary Elementary School, Zachary

Study the geological findings of Mary Anning along the coastline of the United Kingdom to gain knowledge about her contributions to geology and learn about all geological periods of fossil discovery in England and Paris to modify current fossil unit for third graders.

Annette Foret-LaGarde, Roxanna Pellegrin, Janet Brunet, Kathleen Benoit, Mary Beth Landry – East Houma Elementary School, Houma

Attend the Frog Street Press 21st Annual Education Conference in Dallas to gather early childhood educational resources and effective teaching strategies for young children.

Billy James – South Terrbonne High School, Bourg

Observe teaching methods of Japanese band directors to increase knowledge of teaching instrumental music and create an effective band teaching method that inspires student interest in music within a full ensemble setting.

Molly Blackwell, Kayla Bourg – Bellingrath Hills Elementary School, Greenwell Springs

Attend the National Association for the Education of Young Children's 2013 National Institute for Early Childhood Professional Development in San Francisco to gain knowledge and resources on developmentally appropriate practices in the early childhood learning environment.

Marci Addy, Travis Kern – Catholic High School, Baton Rouge

Follow Leonardo DaVinci's footsteps through the great renaissance cities of Italy, researching the political contexts that informed his work, to inspire a DaVinci engineering project and culture lab that headline the school's Real Renaissance Fair.

MAINE

Brian Cole, Debra Susi, Marisa Weinstein, Caitlin Hutt - Warsaw Middle School, Pittsfield

Learn from a chief of the Penobscot tribe and tour Native American museums, including the National Native American Museum in Washington, DC, to gain insight into how cultural differences and diversity impact the preservation and acceptance of Native American people and their culture and help students

MASSACHUSETTS

Boston

Michelle Pless-Joseph - Franklin D. Roosevelt K-8 -Lower School

Attend The Kennedy Center's Arts Integration Conference in Washington DC to learn techniques for incorporating art into current curriculum and reach all types of learners.

Erica Wilson, Stephanie Antoniou Pappelis – Boston Green Academy

Research in Tanzania and Kenya the implementation of smoke-reducing, energy-efficient stoves in Maasai homes to engage students in a cross-disciplinary, problem-based unit about sustainable practices.

Logan Jones, Bienvenido Benzan, Edward Summerhill – The English High School

Research across Ghana, Liberia and Sierra Leone the impact of the Maafa (imperialism, colonialism, and other forms of oppression inflicted on African people) to study the connections that African Americans students have with these countries.

Suzanne Matthews - William Monroe Trotter Elementary

Attend the American Library Association's Annual Conference in Chicago, then participate in Teacher's College Summer Writing Institute at Columbia in New York City to learn developments in school librarianship and deepen best practices in teaching writing.

Annie Shah – Young Achievers Science and Math School

Enrich current curriculum on Boston neighborhoods and the concept of “home” by researching personal story in India and leading students in deeper learning about heritage, tolerance and cultural pride.

Noah Kaufmann – William McKinley South End Academy

Complete a 200-hour yoga teacher training in Nosara, Costa Rica, to introduce a curriculum and weekly club incorporating stress reduction techniques that help mitigate social, physical, and mental health obstacles challenging at-risk students.

Mary Nee-Loftus - William McKinley South End Academy

Attend The Creativity Workshop in Barcelona, Spain, to identify and develop strategies for teaching nonfiction curriculum, a new requirement of Common Core Standards, to emotionally disturbed students with moderate special needs.

Jada Brown, Jeanne Rachko, Joel Webb, Janerra Williams – Mission Hills K-8

Investigate the history of the Taino culture in Puerto Rico and Dominican Republic to inform school-wide study and better engage, teach and understand Latino students and their families.

Sean Brooks – John Winthrop Elementary

Study in Cape Verde the island country’s history, politics, education system, language and culture to increase cultural competency and improve interactions with the school community largely represented by this nationality.

Erin Hashimoto Martell- Nathan Hale Elementary

Examine Singapore’s framework for integrating the teaching of science with society, daily life, and the environment to explore how thinking about science through these themes might better support students’ enjoyment, scientific thinking, and reasoning skills.

Jalene Tamerat – Quincy Upper; Sheggai Tamerat - John D. O’Bryant School of Mathematics and Science

Observe a Model UN initiative at the Overseas Family School of Singapore, learning how to embed global issues into a curriculum that helps students tackle complex issues dealing with human rights, women, children, the environment, economic development, refugees, war and peace, through multiple lenses.

Justin Norton - Boston Adult Technical Academy

Embark on an education tour of South Africa to create an oral history project that facilitates ELL students’ analysis of education and offers an international perspective on educational equity and strategies for civic engagement.

Fran Farrell – Fenway High School

Study Shakespeare's work at Stratford-upon-Avon and the University of Cambridge to make the Bard’s

masterpieces more engaging and understandable for students at various skill levels, with a particular focus on utilizing performance and film in the classroom.

Jeff Richardson - Jeremiah E. Burke High School

Study across eastern France the history and geography of the “Western Front” during World War I to bring history alive for members of the school’s Junior ROTC program.

Martha Kempe – Mather Elementary

Attend the Normandy Impressionist Festival in sites across Northern France to discover the region’s influence on Childe Hassam, America’s foremost Impressionist artist and school alumnus, and design student art projects that contribute to a new park constructed in his honor.

John Abbott - Snowden International School at Copley

Walk and bicycle the 500-mile Camino de Santiago across Spain to model fitness, improve basic Spanish-speaking skills, and gather examples of units of measurement/conversions for math curriculum.

Elizabeth Hauck, Kay Moon – Boston Latin School

Travel through Peru, Chile and Argentina to develop a Spanish/English interdisciplinary short story unit centered on the significance of epiphanies in literature, while also focusing on the cultural, historical, and political influences animated in the works of renowned Latin American authors.

Jessica Ellis, Lindsay Hayden – John F. Kennedy Elementary

Join an Earthwatch expedition in the Ecuadorian rainforest to recreate an environment of scientific inquiry in the classroom and develop an interdisciplinary unit on organisms that fosters critical thinking, writing skills, vocabulary and content knowledge.

Danielle Murray – Brighton High School

Research the social context motivating America’s renown Southern authors and investigate the effects their writings had on societies in which they lived and worked to motivate students’ reflection on personal struggles and consideration of writing as a tool for impacting their lives and communities.

Maggie Lodge, Katharine Fussner, Alexis Sacco – John W. McCormack Middle School

Enroll in a language institute in Santo Domingo, Dominican Republic, that focusing on teaching language and culture to increase language and cultural competency and support the school’s implementation of a two-way dual language program.

Caitlyn Albano - Jackson/Mann K-8

Participate in a 200-hour teacher training at the Kripalu Center in Stockbridge, MA, to create a “community class” at school where students, staff, teachers, parents, and administrators can practice together and make positive effects on a larger school-based scale.

Johanna Mendillo – John D. O’Bryant School of Mathematics and Science

Trace the life and work of Isaac Newton from England to Switzerland and visit today's epicenter for

cutting edge physics research, the Large Hadron Collider at CERN, to teach students how the methodology behind physics research has changed over the last 300+ years.

Michael Baulier – Edward M. Kennedy Academy For Health Careers

Attend the “Waking Up With Shakespeare” workshop at the Oregon Shakespeare Festival in Ashland, OR, to learn student-centered approaches for teaching Shakespeare in the classroom and gain scholarly insights into the archetypal themes of dramatic literature.

Framingham

Angela Ackerman - Christa McAuliffe Regional Charter Public School

Study Roman/Etruscan art and architecture with experts at the College of Art in Viterbo, Italy, to develop a curriculum that integrates the disciplines with Humanities, ELA and math on all grade levels and create a new architecture curriculum.

Lyssa Steponaitis, Brett Marcotte - Christa McAuliffe Regional Charter Public School

Complete training at the Great Glen Trails Outdoor Center in New Hampshire and the United Bicycle Institute in Ashland, OR, to integrate mountain biking into school’s Adventure program and build a cross-curricular curriculum focused on the mathematics of biking.

Jamaica Plains

Marilu Alvarado-Hernandez - Margarita Muniz Academy

Explore the culture, history and sites associated with the Inca civilization to write a bilingual curriculum for 9th grade students that emphasizes Peruvians’ attempts to salvage Incan traditions similar to students’ efforts to preserve Hispanic heritage.

New Bedford

Kyla Spindler- Alma Del Mar Charter School

Observe primary math instruction in exemplar Singapore classrooms to learn how the Singapore math method is taught in its most unadulterated form, as it was intended, by the country that designed it and better adapt it to school culture/environment.

Springfield

Craig Wisniewski, Lauren Hotz - Springfield Renaissance School

Participate in Teaching Shakespeare through Performance at Shakespeare's Globe in London to craft a performance-based curriculum that emphasizes the development of “soft skills”: critical thinking/problem solving, communication, collaboration and creativity.

MINNESOTA

Hopkins

Alita Shenk – The Blake School

Study the world of Caesar and Vergil through "The Italy of Caesar and Vergil" workshop in Rome and the Bay of Naples, and visit the Temple of Apollo at Delphi and the Acropolis in Athens, to create assessments and best practices for AP Latin students.

Diane Landis – The Blake School

Research across Greece the history of classical theater in its original context by visiting museums and attending performances in ancient theatre sites to better engage and guide students through the physical, emotional, and contextual exploration that theater performance requires.

Stacy Swearingen – The Blake School

Participate in The Creativity Workshop in Florence, Italy, to renew personal writing pursuits and develop activities that allow middle school writers to freely generate & explore ideas during pre-writing and free writing.

Minneapolis

Robyn Eliason - Anwatin Middle School

Study major historical and cultural sites in central Mexico while improving Spanish skills and gathering artifacts to make history and cultural heritage more relevant for ELL students in dual language Spanish immersion social studies classes.

Gretchen Mattson - Seward Montessori School

Observe how classroom literacy is taught at Ymmerstan School and Kirkkojarvi Comprehensive School in Espoo City, Finland, to learn new strategies for creating a supportive classroom environment in which struggling readers are given opportunities to reinvigorate their passion for reading.

Maxine Hughes - Dowling Urban Environmental School

Volunteer at the Darpana Academy of Performing Arts in Ahmedabad, India, learning how to create performances that bring current social issues to light, to enrich a dance curriculum for students with special needs.

Jean Kochevar, Cynthia Freeman - Dowling Urban Environmental School

Explore Yellowstone by canoe with an organization committed to providing outdoor adventures for people of all abilities to create a parallel mini-canoe program for school's special needs population with mobility issues and cognitive delays.

Linda Cummings - Andersen United Community School

Enroll in a Spanish language immersion program in Quetzaltenango, Guatemala, and observe local culture and schools to create more bilingual learning opportunities and support school district's effort to integrate cultural experiences into day-to-day work with students.

Red Wing

Tim Bowes – Red Wing High School

Participate in the Elephant Rock Summer Solstice Retreat in Stout's Island, WI to adapt current inspiring and creative practices and enhance students' appreciation, comprehension, and competency with successful writers' works and methods.

Saint Paul

Brian Strand – Harding Senior High School

Explore the wide range of Southeast Asian architecture from the ancient temples of Cambodia to the modern skyscrapers of Bangkok, Thailand to create engaging lessons that focus on important geometry concepts found in these structures.

Suzanne Susens - Como Park Senior High School

Volunteer at a school in Mae Sot, Thailand, to experience the cultures and learn about the emigration experiences of Myanmar's ethnic minority populations to more effectively serve these populations in the English Language Learner (ELL) classroom.

Jessica Pratt - St. Anthony Park Elementary School

Explore the ancient civilization of Greece, focusing on the life of Alexander the Great and his connection to mythology, to create literature circles that blend contemporary fantasy texts, non-fiction pieces about Greece, and myths.

Mary Morgan - Linwood Monroe Arts Plus K-3

Participate in the 'Artist in Italy' workshop in Chiusi, Italy, then examine the art, monuments, museums, and culture of Rome, to develop artistic abilities transferrable to an arts-infused curriculum that satisfies state and district mandates.

Francine Parling - Saint Paul Music Academy

Participate in a Kiswahili language and East Africa cultural orientation course in Arusha, Tanzania, then volunteer with a primary school and non-governmental organization in Moshi, to increase Kiswahili proficiency and engage in social, cultural, and teaching practices that assist school and district in their efforts to become more equitable.

Maureen Peltier - Central Senior High School

Attend the L'École des Trois Pont language school in Riorges, France, then explore prehistoric art in the caves of the Dordogne region of France, to elevate classroom discussion and engagement and develop students' cultural knowledge and language fluency.

Dana Nelson - Mississippi Elementary School

Attend the International Symposium of Adapted Physical Activity in Istanbul, Turkey, to learn best practices of adapted physical education and related areas to develop strategies for teaching and assessing students with a wide variety of abilities and cultures in all categorical disability areas.

Kita Her - Como Park Senior High School

Conduct a fieldwork study of the Hmong community's immigrant experience in Australia to design and teach comparative lessons that help students understand the meaning of critical experiences of Hmong people living in the United States and elsewhere.

MISSISSIPPI**Sherry Willis, Connie Buse - Rankin Elementary School, Tupelo**

Research through *Science in the Sea*, Alaska's sea life, culture, and environment with the assistance of naturalist John Scheerens to incorporate the study of Alaska into a unit that uses each component of STEM education.

Ginger Tedder - Starkville High School, Starkville

Participate in Harvard University's "Future of Learning" conference and the Security and Exchange Commission's Graduate Program to learn strategies for creating a curriculum that addresses the technology revolution and emphasizes the importance of the financial marketplace in their lives.

Darla Nash, Debbie Madjlesi - Corinth High School, Corinth

Research at Cambridge University the eponymous exam system and consult with teachers at three London high schools, experienced in the assessment program, to develop proficiencies for implementation to increase curriculum rigor and prepare for Common Core Standards.

Shannon Risinger - Mclaurin Attendance Center, Florence

In conjunction with The Humanity Exchange in Cameroon, study the French language and volunteer at an orphanage to hone speaking skills and develop students' awareness of a previously unknown culture while enlarging global perspectives of the francophone world.

NEBRASKA**Betsy Hoefler - Monroe Middle School, Omaha**

Participate in a reciprocal teaching opportunity with the Rain Tree Foundation near Chiang Mai, Thailand, to learn more about the culture of the Karen and Karenni people, gain exposure to the ongoing issues in Burma and better understand the expectations of my current refugee students.

Molly Muir - Elkhorn South High School, Omaha

Complete multi-faceted study of four South American countries to forge school partnerships with schools in Quito, Lima, Santiago, and Buenos Aires and create a more in-depth learning experience for Spanish Language students.

Elizabeth Walker - Elkhorn South High School, Omaha

Make Shakespeare's plays come alive for students by attending the Oregon Shakespeare Festival's Shakespeare in the Classroom, learning new techniques for making the dramas more relevant, accessible and exciting for students.

Dan Helberg- Loup County High School, Taylor; Megan Helberg - Burwell Jr. Sr. High School, Burwell
Retrace the footsteps of Poland's Jewish and non-Jewish people during the Holocaust to develop a greater understanding of its lingering impact and help students grapple with the atrocities committed.

Brett Miller, Mark Custer - Alliance High School, Alliance

Experience geological and biological phenomena in Alaska, including glaciers, volcanic/seismic activity and the Aurora Borealis, to heighten the environmental ecology aspect of earth science and biology curricula.

Angie Wagoner, Lara Kibler - Crete High School, Crete

Explore El Salvador's educational system by teaching English with Travel to Teach and to gain insight into where immigrant Latino students and their families are coming from, both geographically and culturally.

NEW YORK

New York City

Nicole Beall - Lyons Community School

Document across Japan and China how Japan's relationship with nuclear power was framed by its history and to see how these countries' relationships with nuclear energy has changed since the Fukushima disaster to link chemistry with history and inform a classroom debate on nuclear energy.

Luis Saltos, Jenny Saltos - JHS 189 Daniel Carter Beard

Travel to Korea and Japan to examine traditional diets, nutrition and food sources, and their connection to low rates of obesity and obesity-related illnesses, to create a cross-curricular science and mathematics unit on food, health and nutrition.

Timothy Lent - High School for Youth and Community Development

Explore in Thailand the practice of Buddhism and its influence on the nation's history and culture to create a Common Core-aligned unit that grabs student attention and expands global understanding.

Celeste Coleman - Bronx High School for Law, Government & Justice

Research Eastern art across China to create a curriculum with rich supplements that expose urban students to Asian culture, language, history and traditions and dispel misconceptions about Asian arts and culture.

Liv Dillon – The Urban Assembly New York Harbor School

Join citizen science projects in Southeast Asia and inform high school students' scientific diving work to restore oyster and eelgrass populations in Gateway National Recreation area and other New York City water bodies.

Joel Kirkhart - Academy for Careers in Television & Film

Explore and document Japan's modernization during the Meiji Era, focusing on the unique balance of tradition and change, to create a project-based unit on the impact and fading of cultural traditions in modern life.

Julia Mushalko - Mott Haven Village Preparatory High School

Explore yoga and yoga philosophy while volunteering with an organization that engages special needs students through creative arts in Mysore, India, to develop a teaching practice that increases special education students' self-awareness, confidence and resolve.

Christina Martini - PACE High School

Examine the Vietnam War from an American and Vietnamese perspective by visiting memorials and museums in both countries and traversing war fields and Vietcong tunnels to help students develop a deep understanding of the country/conflict.

Aristides Uy - International Community High School

Research the jeepney business in the Philippines to develop an authentic Integrated Algebra connection & curriculum for ESL students.

Bill LaMonte – Millennium High School

Volunteer as a teacher with SEASFIRE, a Malaysian non-profit organization bridging science and art education through the lens of technology and marine biology, to enhance the ecology unit for advanced biology curriculum.

Court King, Karen Bruun - Metropolitan Expeditionary Learning School

Investigate design-to-implementation of Green Roof construction in Copenhagen, one of the five most sustainable cities with a mandatory green roof policy, to establish a new case study about the practice and collaborate with students to install a green roof on the school.

Ellen Fracassini - Washington Heights Expeditionary Learning School

Study the discipline of writing at Sarah Lawrence College, the Teachers College Reading and Writing Project and Harvard Graduate School of Education's Project Zero to explore writing as a student, teacher and leader and revitalize the school's writing curriculum in alignment with Common Core Standards.

Miriam Cooper - Washington Heights Expeditionary Learning School

Attend the International Educators Conference on the Holocaust at Yad Vashem in Jerusalem to create a curriculum that helps middle school ESL students think critically about the time in history and their current personal actions.

Genny Duzelman - Expeditionary Learning School for Community Leaders

Conduct research and participate in the conservation efforts on the Galapagos Islands to create a multidisciplinary, content-based curriculum that supports students' learning in biology while acquiring the Spanish language.

Graham Johnson, Gian Tornatore- Washington Heights Expeditionary Learning School, New York, NY

Study music literature and Latin music/culture under master musicians in New York City to build on our students' rich musical and cultural heritage so they develop intellectual, physical, social and creative skills and discover connections to other cultures and disciplines.

Maria Stasavage - Millennium High School

Visit historically- and culturally-significant sites in Turkey to learn about Islam and collect information for a contemporary world literature course on Khaled Hosseini's *The Kite Runner* and *One Thousand Splendid Suns*.

Steve Flanagan - High School for Public Service

Explore how the education, government and media is crucial to the health of Sweden's citizens to learn about a different culture's recovery from an epidemic of heart disease and develop a school culture that makes healthy living a priority.

Soledad Fernandez - New Heights Academy Charter School

Attend Kagan's Cooperative Learning Institute workshops in Orlando, FL, to incorporate cooperative learning strategies and higher level thinking skills into every lesson and increase student engagement with doing mathematics.

Deborah Schaeffer - East Brooklyn Community High School

Investigate four case studies of human impact on natural ecosystems in Tanzania to develop engaging, meaningful Living Environment curricula for urban high school students.

Dena Zamore - Frank Sinatra School of the Arts High School

Study under a well-known Turkish photographer, developing professional photography skills and creating multi-media portraits of people and places to better equip students with the skills to create dynamic, compelling and professional multi-media portraits of their own.

Jason Allen - The Urban Assembly New York Harbor School

Studying traditional sailing methods in the Dodecanese Islands of Greece to develop a leadership curriculum connecting the principles of traditional sailing with those of cooperative conflict resolution.

Adrian Vaughan-Scott - Olympus Academy

Research the American experience as embodied in the rise and fall of the automobile industry and correlating birth of the Motown sound in Detroit, MI, to chronicle for students the important roles these factors played in American life.

Lauren Shookhoff - Bushwick School for Social Justice

Analyze community college programs in California, Colorado, New York and Washington that are replacing remedial mathematics courses with innovative instructional practices to design a preparatory mathematics curriculum for struggling high schools students that emphasizes cognitively demanding tasks over test preparation.

Charlie Roth, Richard Stohlman - Landmark High School

Experience the marine ecosystem around Bocas del Toro, Panama, to create multidisciplinary curricula on marine biology, statistics for biologists, Panamanian history and culture/travel writing.

Eyal Wallenberg, Melanie Smith - Urban Assembly School for Law & Justice

Collaborate with teachers in South Africa to develop interdisciplinary lessons that facilitate students' comparative study of election systems to determine which approach is the most fair.

Missy Kabinoff - Food and Finance High School

Uncover the uniqueness of Catalan culture by studying language, architectural influences, customs and gastronomy distinct from the rest of Spain, to emphasize the importance of "holding on" to one's identity while exploring benefits of cultural diffusion.

Bridget Ryan - Bassick High School

Travel to agriculture centers of Ireland and England to explore the math involved in creating sustainable food sources, develop applied problems utilizing logical reasoning and questioning methods, to help students comprehend the link between food and the culture of a specific community.

Nate Simonini - Bronx International High School

Walk the Pilgrim's Road on the Camino de Santiago across northern Spain to study the impact pilgrims' individual and collective journeys make on the development of Spanish culture and create experiential, culturally-relevant curriculum centered on the concept of journeys.

Britnie Girigorie, Simone English - FDNY High School for Fire and Life Safety

Research Aborigines' Civil Rights movement in Australia to discover how it reflects that of African-Americans and create a curriculum about how self-expression helps to convey the human experiences common throughout the world.

Megan Kennelly - The Leadership and Community Service Academy

Study Guatemala's language, culture and history to develop a school initiative that empowers students to utilize first language skills to develop second language skills, and involve families of English language learners in the school community.

Amanda Fletcher - New York City Museum School

Experience surviving monuments and culture of the Incan and Aztec empires to teach the confrontation between the Old and New World in a way that augments cultural understandings in a Spanish language classroom.

Leigh Klonsky - East Side Community High School

Participate in an intensive photography workshop at Maine Media and conduct site visits of community photography programs in the Northeast to develop a deeper understanding of photography as an artistic medium and tool for students to address social issues in their community.

Susannah Ceraldi - Academy of Urban Planning

Study exceptional sustainability work in cities across the United States to document pioneering efforts and bring that innovation to future classroom sustainability service learning projects.

Kate Cook - High School for Public Service

Volunteer with environmental organizations in Argentina to create an environmental and naturalist curriculum focusing on field guides for the school's Spanish classes and outdoor education program.

Andrew Brennan - Tech International Charter School

Establish collaborative partnerships with local schools in Florence while gathering and creating on-site materials at world renown museums for a collaboration-based seminar class on public art that incorporates arts education into ELA practices.

Barbara McClung - Shuang Wen School

Walk in the footsteps of three great 19th century woman scientists of the United Kingdom, experiencing the literary movement and culture of their time, to help students learn about their scientific spirit and dedication while surfacing that same passion in them.

Jared Beloff - Academy for Careers in Television and Film

Explore the indigenous communities of the Pacific Northwest and New England to build an American Indian Literature research-based unit for a 9th grade Humanities course.

Cari Wallace - NYC iSchool

Document in Ghana and Togo the impact of foreign e-waste exports on West African communities while gathering information on the countries' nutrition programs to enhance curriculum that develops students' understanding of big ideas and broad global concepts while also honing and applying 21st century skills.

Chris Bolduc - Millennium High School; Raquel Mazo-Infante - The Urban Assembly Institute of Math & Science for Young Women

Interview Indigenous populations about their experience as minorities in Peru, Bolivia and Guatemala in order to understand the dynamic between identity and academic access/success and while creating a safe space for students to express and celebrate their identities.

Peggy Gorry - East-West School of International Studies

Explore Australian geography and its impact on technology, particularly railroads and the economic, social and political development of a nation, to develop numerous common core standards based lessons that enable students to make connections between developing Australia and a developing America.

Kristen Shuart, Sharon Steiner – Academy of Arts & Letters

Investigate the effects of global warming on coastal and alpine biomes in Alaska's national parks to build a math/science interdisciplinary unit around methods used to study climate change.

Caitlin Forbes-Gray – Sunset Park High School

Compare school and community outreach organizations in Oaxaca and Puebla, Mexico and Los Angeles, California to learn strategies to create a more inclusive classroom for my students who have emigrated from Mexico and increase parental involvement at my school.

Rochester

Theresa Funk - World of Inquiry School No. 58

Work alongside a group of international mosaic and youth artists in Avignon, France, on a city-wide beautification effort to gain mosaic building skills for implementation of beautification projects within the school community.

Deb Orteni - World of Inquiry School No. 58

Work with New Zealand-based Enviroschools, a research-based program helping students build more sustainable, healthy communities, to encourage students' exploration, decision-making, action, and reflection on a real-world problem in their own school.

Melissa Fredericks - Genessee Community Charter School

Follow the Oregon Trail through Wyoming and across the Continental Divide to explore America's movement west during the mid-1800's and help students better understand early pioneers' struggles and accomplishments.

Staten Island

Paula Russo - Gaynor McCown Expeditionary Learning School

Complete an Outward Bound North Cascades Mountaineering course in Colorado's Rocky Mountains in to create an Adventure club that provides rich opportunities for students and teachers to learn about themselves, their peers and the world around them.

OKLAHOMA

Karen Beasley - Mark Twain Elementary; Vanessa Larwig – Mayfield Middle School, Oklahoma City

Participate in workshops building the text/image relationship at museums in Scotland and Paris to gain technical writing skills from published authors working in conjunction with artists.

Amy Romeros - Academic and Creative Thinking Skills, Lawton

Join Steve Spangler's Science at Sea expedition through the southeastern part of Alaska and the Inside Passage to learn about the ecosystem from renown naturalists and biologists and develop strategies for adapting new knowledge to the science classroom.

Julie Macy - Sequoyah Elementary School, Tulsa

Observe educational models resulting in academic gains of students in Germany's high poverty schools to develop best practices and share a global perspective with students.

Cheryl Jackson - Oklahoma Virtual Charter Academy, Nicoma Park

Explore, analyze, study and photograph all regions of Oklahoma to enhance virtual history curriculum offered to all Oklahoma schools via traditional and social media.

Amber Beisly, Meggie Harlan - Tulsa Lighthouse Charter School, Tulsa

Attend the North American Reggio Emilio Alliance “Dialogues for Quality in Education: Honoring the Child as Learner, Collaborator and Citizen” conference in Honolulu, HI, to learn strategies for documentation and project based learning associated with the Reggio philosophy and deepen learning for pre-k students.

Sammie Tanner - Tri-County Technology Center, Bartlesville; Stacey Davis – Southwest Technology Center, Altus

Participate in the Intelligent Systems for Molecular Biology and European Conference on Computational Biology in Berlin, gaining insight into the implications of computational biology on the future of healthcare and medicine, to provide direction for integrating bioinformatics into current STEM curriculum.

Yiren Gallagher - Jenks High School, Jenks

Investigate Dunhuang Cave art and explore the Silk Road’s geographic, cultural, and historical importance with the National Consortium For Teaching About Asia in China to broaden students’ cultural understanding through the fusion of music and the arts.

Amie Bacon - Darnaby Elementary School, Tulsa

Travel to Portugal and study the local culture, geography, and historical sites associated with early European explorers to show their connections to modern-day explorers and increase students' interest in the Great Age of Discovery

Nicole Lahr, - Union 6th-7th Grade Center; Jess Branston – Union Intermediate High School; Tony Schneider – Union High School, Tulsa

Participate in an Improvisation at Second City Training Center workshop in Chicago to develop district’s new theatre curriculum and create strategies for core subject area teachers to supplement learning using improvisation.

Roy Deering - Latta Junior High School, Ada

Experience Ernest Hemingway’s inspirations in Key West and an isolated island known as Dry Tortuga to encourage students to find inspiration in their everyday lives and write about it as did Hemingway, Twain, Steinbeck and Austen.

Sarah Whipple - Jenks High School, Jenks; Joshua Higginbotham – Harding Charter Preparatory Academy, Oklahoma City; Tori Phillips – Heritage Hall School, Oklahoma City

Participate in a fully immersive, spoken Latin experience sponsored by the North American Institute for Living Latin studies in Charlestown, WN, to increase the use of effective spoken Latin methodologies in the classroom, giving students a deeper understanding of the Latin language.

Sherree Ulrich - Santa Fe High School, Edmond

Experience the geography, culture, art, and architecture of Italy to deepen AP Art History students' understanding of Italy's influence on the history of art and help them internalize the context and scale of major art pieces.

Teresa Emery, Jeanne Salmon, Michelle Seybolt - Eisenhower Elementary School, Norman

Participate in Eric Jensen's Teaching With The Brain In Mind workshop in San Antonio to learn effective strategies for increasing student engagement, motivation, and achievement through research- and brain-based teaching techniques and strategies.

Michelle McCarver - Arrowhead Elementary School, Broken Arrow

Participate in the International Summer Course at the Carl Orff Institute in Salzburg, Austria, to study the child-centered Orff philosophy for using music and movement education to teach complex music skills through various approaches (singing, instruments, improvisation, composition, dance) in the elementary music classroom setting.

Melissa Million - Benjamin Franklin Science Academy, Muskogee

Explore the Irish tradition of storytelling by canvassing Ireland's geography and literary landmarks to increase students' interest in the critical literacy components of writing and reading.

Nancy Kunsman - Gore High School, Gore

Attend the Celebration of Irish Writing workshop in James Joyce's hometown of Dublin, followed by tours of significant Irish libraries, to research historical and literary connections to the Great Irish Famine.

Nessa Perez - Tomlinson Middle School, Lawton

Participate in the "Scratch 2013 – Connecting Worlds" conference and visit technologically innovative landmarks in Barcelona to learn strategies for teaching computational thinking in an environment that supports all students using technology as a tool for sharing, collaboration, and creative expression.

Nancy Pettus - Jenks High School, Jenks

Participate in The Holocaust & Present-Day Jewish Life seminar in Berlin, researching historical sites, hearing survivor testimonies, and observing cultural adaptations, to add German perspective to Holocaust Studies curriculum. Afterwards, broaden my instructional repertoire by visiting British literary sites to enlarge World Literature curriculum.

Carol Ward - Marrs Elementary School, Skiatook

Volunteer as a teacher in a Maasai village in Tanzania and explore surrounding wildlife to expose students to daily life in Africa create a science unit expanding on students' prior knowledge of large animals.

Tracy Nordquist, Sharon Sissom, Brad Hawkins, Kent Hancock – Cushing Middle School

Research in three national parks the issues facing America's Park Service when promoting, conserving and protecting these sites to develop cross-curricular units meeting Common Core State Standards.

Mandy Flanary, Michelle Camacho - Beggs Middle School, Beggs

Attend a Kagan Cooperative Learning Summer Academy in Lake Buena Vista, FL, to create a positive classroom environment that promotes cooperative learning/teamwork, enriches student achievement

for low-performing students, and boosts student motivation for our economically disadvantaged students.

Robin Peyton - Northeast Elementary School, Owasso

Take the western portion of historic Route 66 to explore the fossils at the National Petrified Wood Forest, unravel the geologic history revealed through the rock layers at the Grand Canyon, and investigate the use of hydroelectric power formed at the Hoover Dam to enhance Earth Science curriculum.

Valerie Bradshaw, Greg Mayberry - Shawnee High School, Shawnee

Investigate the ethnobotany of the Amazon rainforest, including daily interaction with local shamans, to research the biodiversity of medicinal plants and inform an environmental science curriculum.

Amy Braun - Northmoor Elementary School, Moore; Candace Montgomery – Red Oak Elementary School, Oklahoma City

Investigate how New Zealand teachers embed the Maori culture into elementary school curriculum to develop best practices for incorporating Native American and Hispanic students' cultures into inquiry-based learning environments in a way that promotes acquisition of critical thinking skills.

Janie Evans, Kris Cunnane - Union 6th-7th Grade Center, Tulsa

Collaborate with collegiate physics instructors, roller coaster engineers/designers and ride mechanics to at Busch Gardens Williamsburg, VA, and Cedar Point, OH, to demonstrate practical applications of Newton's Laws of Motion and lead students in the design and construction of miniature working roller coasters.

LeeAnna Weaver - Marshall T. Moore Elementary School, Broken Arrow; Gina Ward – Rosa Parks Elementary, Tulsa

Attend BookExpo America 2013 and the American Association of Publishers extended conference in New York City to discover the latest trends in print and digital publishing, meet authors and illustrators of children's literature, and examine an evolving publishing culture that influences teaching practices and collection development strategies for school libraries.

Laura Heikkila - Longfellow Middle School, Norman

Research World War II throughout Eastern Europe, gathering relevant non-fiction texts that aid in the creation of an Eastern European Cultural Primary Resources Binder for use in special education and general education classrooms.

Diane Clarke - Clegern Elementary School, Edmond; Annie Ortiz – Skyline Elementary School, Stillwater

Participate in an institute for gifted educators hosted by the Neag Center for Gifted Education and Talent Development at the University of Connecticut to learn best practices in gifted education and create an enrichment model that encompasses the entire school population.

Jan Post - Oklahoma School of Science and Math, Oklahoma City

Study under an internationally known expert at UC Berkeley the evolution of protein secondary structure from disordered peptides in living cells to model the fundamentals of biochemistry for students and encourage careers in science.

Jason Cole - Sand Springs Public Schools, Sand Springs

Camp for two-weeks in Montana's Waterton-Glacier International Peace Park to study the destruction of the glaciers, then attend a conference at The Piegan Institute to learn ways of sharing new knowledge in the Blackfoot language of Native American students residing in a group home/school for adolescent males run by the Department of Human Services.

Kathryn Elkins - Sapulpa Junior High School, Sapulpa

Join ongoing scientific fieldwork in the Amazon River and rainforests to develop real world, problem-based teaching skills that educate students on the importance of protecting our environment, the impact of climate change, and the benefits of natural resources for human survival.

Wendi Lewis - Washington Elementary School, Clinton

Explore from a geographer's perspective the landforms, ecosystems and cultural features associated with Lewis and Clark's Expedition of the Oregon Territory to help students understand the lives of pioneers and Native Americans and compare/contrast Native Americans in the Great Plains with those in the Oregon Territory.

Sherryl Johnson - Larkin Bailey Elementary School, Owasso

Research in Austria and Switzerland the pre-World War II kindertransport rescue of 10,000 children from the Nazis to encourage and inspire students struggling to overcome the deterioration of their social/family structures.

Mindy Hawthorne, Stacy Ogle, Mandy Crisman - Sunset Elementary School, Altus

Attend the 44th Autism Society National Conference and Exposition in Pittsburgh to learn how to more effectively advocate for students with Autism and empower caretakers to make more informed decisions about the best path for their child academically, socially and medically.

OHIO

Cincinnati

Mindy Burger - Nativity of Our Lord Elementary School

Explore girls' educational opportunities in Tanzania to expose students to the socio-economic challenges and impact of educating young women in developing countries and examine practical ways to support those efforts.

Liz Lyle - Western Hills University High School; Ryan Thelen - Gilbert A. Dater High School

Travel to nine UNESCO World Heritage Sites formerly behind the "Iron Curtain" to examine the culture of these locations as they continue their ethnic, economic and political transitions into the 21st century.

Brandon King, Amy Williams - Woodward Career Technical High School

Research six Eastern European countries' historic and cultural sites related to WWII to strengthen a unit on genocide and make learning about the Holocaust accessible in a tangible lesson that crosses curricular divides.

Amanda Valley - Catholic Central Elementary School

Participate in Eric Jensen's Teaching With The Brain In Mind workshop in San Antonio, TX, to navigate the neuroscience behind learning and develop strategies for engaging students' brains to the fullest potential.

Cleveland

Cassie Seiter, Megan Mahan, Trina Ford - Citizens Leadership Academy

Experience the mining communities of Chile to compare/contrast with local environment, enrich science and humanities curriculum through concrete examples of atoms and rocks/mineral and investigate how mining impacts communities.

TENNESSEE

Chattanooga

Chuck Jones – Red Bank High School; Bryan Phillips – Hamilton County High School

Travel to birthplaces and workplaces of mathematicians throughout Greece and Italy to chronicle math's historic, present and future applications and create video- and audio-blogs that bring math to life for students.

Trey Joyner – Normal Park Museum Magnet Upper School

Embark on a discovery excursion that parallels current science curricula and crosses the United States, filming short exercises in strategic locations to integrate into inquiry-based lessons.

Andrea McGuirt, Heather McIntyre - Ooltewah High School

Research in Italy and France the link between history and art to create a unit that results in student documentaries and 2D projects demonstrating the historic and modern relationship between art and fashion.

Nozipho Moyo – Red Bank High School; Maika Turner – Hixson High School

Engage in an intensive Spanish language course and conduct a research tour of Southern Spain and the North African Spanish territories to document African influences on Spanish language, history and culture and expose students to the diversity of Spanish-speaking cultures.

Jami Standridge, Brenda Holmes, Jessica Carlton, Christy Baker, Jill Smith – Hunter Middle School

Participate in the Teacher's College Writing Workshop at Columbia University in New York City to develop strategies for incorporating Common Core standards into current writing curricula.

Elisabeth Zachau – Apison Elementary School; Vinnie Taneja – Clifton Hills Elementary School

Enroll in Spanish classes at the Centre Panamerican de Idiomas language school in Monteverde, Costa Rica, and experience the region's flora and fauna to understand the native culture of the school's majority population and build bridges between students' prior knowledge and the current curricula.

Erin Bas, Deb Tucker, Kawanna Potier, Dan Morgan, Jessica Ulloa Chinchilla, Jennifer Raulston – Chattanooga School for Arts & Sciences

Attend the International Forum on Language Teaching in San Diego and learn strategies for incorporating Common Core standards into the creation of a K-12 world languages program that emphasizes comprehensible input and cutting-edge technology.

Beth McCoy, Amanda Lafferty, Jennifer Zeigler, Heather O'Brien – Normal Park Museum Magnet Lower School

Become field researchers in the Costa Rican rainforest and explore volcanic craters, cloud forests, wildlife sanctuaries and national parks to enrich current curricula and prompt students to pursue conservation efforts in their hometown.

Ann-Marie Blentlinger, Karen West – Chattanooga School for The Liberal Arts

In collaboration with International Volunteer Headquarters, teach English in a Nairobi school for two weeks to deepen two grade-level units on Africa and underscore the responsibility to help others in need.

Brittany Harris, Mauriska Munroe – Hardy Elementary School

Attend two seminars – "Teaching with Poverty in Mind" and "Tools for Maximum Engagement" – in San Antonio, TX, to find effective strategies for enhancing learning for students living in impoverished circumstances and learn how to keep each child motivated throughout the learning process.

Jennifer Hartley – Spring Creek Elementary School; Leigh Bain - Wallace A. Smith Elementary School

Attend the Teacher's College Writing Institute at Columbia University in New York to gain strategies for transforming classrooms into a literature-rich, cross-curricular writer's workshop. Afterwards, explore the cultural and historical aspects of New York and Washington DC to create learning experiences that incorporate social studies, art, music, and technology into a literacy curriculum.

Ann Souza – Loftis Middle School

Explore colonial Antigua, Guatemala, while attending a renowned Spanish language immersion school to develop cultural literacy supporting the school's Hispanic community and introduce new cross-curricular lessons on cultural diversity.

Nashville

Carmen Noel - LEAD Academy High School

Attend the School of the Art Institute of Chicago's Teacher Institute in Contemporary Art and the Museum of Modern Art's Summer Institute for Teachers in New York City to instill in students a deeper understanding of contemporary artists that excite and inspire students.

TEXAS

Austin

Diana D’Emeraude - River Place Elementary School

Explore Japan’s arts and cultural traditions by experiencing the International Puppetry Festival, workshops and museums in the Kyoto/Osaka area to expose elementary school students to a culture through theatre.

Dana Browning - Lake Travis High School

Collaborate with Palestinian and Israeli participants in the World Affairs Council's "Road to Peace" in Tel Aviv, Jerusalem, Ramallah, Bethlehem, Hebron and Jericho to help students understand the delicate process of conflict resolution with an emphasis on technological resources.

Amanda Fierro - Westlake High School

Attend Universal Design for Learning: Reaching All Learners Institute at the Harvard Graduate School of Education in Cambridge, MA, to learn how the application of Universal Design for Learning principles can improve lesson design for students who are blind.

El Paso

Annette Paez - Silva Health Magnet High School ; Anne Maese - Burlson Elementary School

Attend the American Library Association (ALA) conference in Chicago to learn best practices for creating innovative collaborations and develop relationships with a local medical magnet high school and an elementary school to enhance educational opportunities for at-risk students in a border town.

Fort Worth

Bryan Carlson - Fort Worth Country Day School

Participate in the Earthwatch archaeological field school at Populonia, Italy, to develop a working knowledge of classical archaeology and support the ongoing development of an interdisciplinary history and archaeology unit.

Houston

Susan Aronstein - Northbrook Middle

Visit concentration camps, museums and interview those who hid Jewish families during World War II to help lead students in a discussion on prejudice and help them recognize the dangers of bullying and hatred.

Ashley Bullard - Loraine T. Golbow Elementary

Explore the art and culture of Japan, past and present, to gain a working knowledge of techniques and philosophies to implement a dynamic and collaborative Japanese unit into art curriculum across all grade levels.

Ronald Christensen - Elsik High School

Research the traditional Maori culture in New Zealand to help students preserve their own culture and replicate practices to create a more accepting and multicultural school culture.

Jack Degelia - Miller Career & Technology Center

Create a short documentary about a holocaust survivor, retracing his family's steps from the Munich transport to Dachau, down the Path of Remembrance, through the camp and then from Krakow, Poland, to Auschwitz, to personalize the atrocity and create a visceral impression upon students.

Patricia Ego – MacArthur High School

Attend a modeling workshop at Columbia University in New York City to learn methodologies for developing students' abilities to make sense of physical experiences, understand scientific claims and articulate/defend coherent opinions of their own with effective arguments.

Rhonda Goldmann - Lovett Elementary

Observe active volcanoes in Indonesia to create Earth Science curriculum that connect students to real field experiences.

Roberto Jasso – Northbrook High School

Conduct field research to gather first hand information about Mayan communities of Mexico and Guatemala to create a cross curricular blog that inspires students' interest about the past and present of the Maya.

Anthea Lavergne - The Awty International School

Attend workshops in St. Louis, New York City and Amari, Crete, to learn audio theater production, electronic music production and the art of contemporary oral storytelling to develop the listening skills and language fluency of English Language Learners.

Lori Lyn – Horn Elementary

Travel Route 66, from Chicago to Los Angeles, to observe, investigate and compare the historical significance of the highway's past to its present.

Shirul Patel – Baines Middle School

Participate in Creativity Workshop in Barcelona, Spain, to explore creative writing strategies and bring appreciation of writing in the history classroom.

Anna Philpott – Alief Middle School

Volunteer in the Burmese Learning Center in northern Thailand to gain better understanding of the Burmese language, culture and situation so that refugee students can be better supported instructionally and emotionally in the classroom.

Ranjana Robertson - Forest Brook Middle School

Travel to Bhopal, India, to identify and enhance scientific methods of inquiry that are used to investigate the cause and effect of microbial pathogens in drinking water.

Melissa Schmitz – Spring Woods High School

Examine the work of Israelis and Palestinians who are working together to resolve political, economic, social and environmental issues in Telaviv, Ramallah and Jerusalem to show students how different peoples with a long history can coexist and collaborate to improve the lives of many.

Ella Scozzafava – Westwood Elementary

Participate in drumming, dancing, and song, by attending the University of Massachussets Summer in Ghana to develop lessons that increase student interest in world music.

Eileen Sogoloff – Klein Forest High School

Attend the Shakespeare in History seminar in Oxford, England, to discover new ways to convey to students the richness of British literature using visual aides, manipulatives and technology.better

Shelby Touchy – Cypress Lakes High School

Join a World Affairs Council delegation to the Middle East, meeting with non-governmental organizations, political leaders, academics and journalists, to examine how Israelis and Palestinians are working towards solutions to political, economic, social and environmental challenges and develop students' conflict resolution skills.

Huyen Bernheisel , Jennifer Eubanks - Roosevelt Alexander Elementary

Attend the Teachers College Summer Reading and Writing Institute at Columbia University in New York City to develop strategies for designing more effective reading and writing instruction that reaches all levels of learners.

Oscar Perez – High School for Performing and Visual Arts, Karla Ramos – Debakey High School

Attend a two-week French language teacher institute to incorporate new strategies in language learning and engage students to apply the target language in meaningful communicative contexts.

Carmen Garcia, Dorothy Leahy – Pin Oak Middle School

Attend a three-week intensive Spanish immersion program in Madrid, Spain in order to strengthen verbal and written communication skills with Spanish speaking parents, students, and greater school community.

Kim-Thoa Nguyen, Janice Castaneda – Bush Elementary

Examine innovative methods of teaching early childhood by exploring classrooms in Hong Kong, Singapore, and Shanghai, the world leaders in education, to establish a strong foundation in critical thinking and problem solving at an early age.

Kelli Kostue, Susan Mitchell, Cara Rydell and Abigail Youngblood – Greentree Elementary School

Attend the Society of Children s Book Writers and Illustrators conference in Los Angeles to gain first-hand access to children s authors and book industry professionals and guide students to discover the passionate, inspired writer and reader within themselves.

Elizabeth Farrell, Nakia Washington – McWhirter Elementary School

Participate in a Spanish immersion program in Costa Rica.

Kimberly Evans – Oak Ridge High School, Ericca Fader - Taylor High School

Participate in a Shakespeare seminar at Oxford University, tour The Globe Theatre in London to enhance literature unit.

Bernadette Dieter, Trina Glick – ESC, Alyssa Kritzler-Shadycrest Elementary and Kristi Powitzky-Rogers Middle School

Participate in the Science of Ecosystems Education and Institute-on-Demand in Hawaii to create vertically aligned, engaging science units for students in grades K-6.

Vanina Orendorff -Griffin Elementary, Judith Rounds - Bonnie Holland Elementary School

Follow in Renaissance masters' footsteps through Italy and Paris to develop fresco painting and sculptural skills, while also exploring and documenting historical works of art and landmarks, to bring lead similar projects with students.

Rachel Hinds, Melinda Louvier – Manvel Junior High School

Pursue total immersion Spanish language course and cultural exploration to attain a more welcome environment for Spanish speaking families on our campus.

Sherlunda Smith- Morton Ranch Junior High School

Tour established vocational schools in Dubai that have mastered the strategies and techniques needed to cement vocational training to develop employability skills of special needs students.

Emanuel Otero – Henderson Elementary, Cynthia Ramos – Jackson Middle School

Explore creativity in a six-day workshop in Provence to teach our students techniques to stimulate their imagination in writing, reading, learning projects and in their daily lives.

Jaclyn Clements, Cheryl Landry, Karen Lockett – Wright Rylander Elementary School

Explore volcanism and geology in Hawaii and discuss geological concepts with peers to enhance instruction in Earth sciences.

Jamie Flint – Spring Woods High School, Alicia Midler-Cinco Ranch High School

Learn about the biodiversity, local alternative energy solutions, and deforestation in Galapagos Islands to introduce real world experiences and examples to enrich the learning experience for science students.

Rhea Brookter, Sarah Milianta-Laffin – Alexander Elementary School

Attend the Creativity Workshop in Crete to stimulate imagination, innovative thinking and problem-solving strategies and create deeper math/science lessons that inspire and reach the at-risk student population.

Anna Escobar, Melisa Perez – Landis Elementary School

Research the United Kingdom's different bilingual frameworks and approaches to increase knowledge of bilingual techniques and create fully bi-literate students in bilingual classrooms.

Michelle Figueroa, Barbara Smith – Harvard Elementary School

Study the American Revolution from the viewpoint and artifacts of the British, then travel to study documents and artifacts from the French who helped broker the Treaty of Paris, to provide students a well-rounded history of the Revolutionary War.

Sheila Schatzke, Terri See – Deepwater Junior High School

Study the Holocaust in Krakow, Prague, Munich, Berlin and Amsterdam and connect the actions people took with modern day bullying to create tolerance and citizenship among our students.

Irving

Amy Moore - Jack E. Singley Academy, Irving

Create works of art and share critiques among fellow art educators at Anderson Ranch in Snowmass, CO, to help students learn to express ideas and opinions in various artistic media by analyzing and evaluating their work and work of others.

Melissa

Kerry Kelly, Kimberly Ball - Melissa Ridge Intermediate School

Visit schools in Finland, Germany, and Switzerland to examine teaching methods responsible for students achieving among the highest math scores in the world to integrate best practices and improve student math understanding and performance.

Midland

Kristina Wright - Scharbauer Elementary School

Attend the National Storytelling Conference in Richmond, VA, and the Digital Storytelling Workshop in Denver, CO, to develop a curriculum that encourages students' writing and telling of their own stories through words and technology.

Martha Savage, Shanna Klutts - South Elementary School

Attend the Ron Clark Academy's National Educator's Conference in Atlanta, GA, develop strategies for reaching students through music and games, incorporating higher order questioning into curricula, and developing a school culture that promotes student success within and beyond the classroom.

Beth Cain - Trinity School of Midland

Attend workshops and plans at the Oregon Shakespeare Festival in Ashland, OR, to provide intermediate age students an in-depth understanding of the cultural importance and personal relevance of Shakespeare's plays and poetry.

Presidio

Cynthia Obrero - Presidio Elementary School - Presidio

Explore and study several biomes, ecosystems and wildlife around Texas and neighboring states to develop a multimedia-rich science curriculum aligned with the State of Texas Assessment of Academic Readiness.

San Antonio**Tess Alfonsin, Andrea Herrera, Teresa Reeck - Christian Academy of San Antonio**

Attend the Boothbay Literacy Retreat in Boothbay Harbor, ME to guide instruction based on student work already produced and develop lifelong communication strategies for high needs English Language Learners.

Marcia Voigt, Erica Funk - Christian Academy of San Antonio

Participate in the Columbia Teachers College Writing Institute at Columbia University in New York City to guide instruction based on student work already produced and develop lifelong communication strategies for high needs English Language Learners.

Kelly Barrett - Nellie M. Reddix Center

Attend the International Association of Special Education's Biennial Conference in Vancouver, British Columbia, to explore service delivery options and issues and observe community transition options for people with disabilities to increase students' independence and employability skills.

Watauga**Carrie Jakus, Ellen Whitehead - Watauga Elementary School**

Participate in the Teachers College Summer Institute for Writing at Columbia University in New York City to empower students with skills to be lifelong authors and transform classrooms into reading and writing workshops.

Wylie**Kathey Hoover - Wylie High School**

Explore by riverboat the Amazon's specialized natural environments to study and photograph the rainforest environment, observe and document real environmental problems, and develop new classroom activities and resources.

Jennifer Holcomb - Wylie High School

Attend the ISM Workshop in Los Angeles to learn methods for teaching video production through hands-on training and practical application of best practices to help students use their voice and create a tangible product of self-expression.

WASHINGTON DC**Kenney Dickerson, Douglas Jacobs – Roosevelt Senior High School**

Study, perform and document samba music with teachers and professional musicians in Bahia and Rio

de Janeiro, Brazil, to continue developing school's music curriculum and establish a virtual exchange program with students/musicians in Brazil

Fabiana Duarte - Seaton Elementary School; Claire Sontag – Marie Reed Elementary School

Explore and document Central America's culture, educational systems, geography and historic sites to better serve immigrant students and foster understanding, respect and cross-cultural connections among school community.

Robert Ames, Pablo Giron , Carrie Roling – Oyster-Adams Bilingual School

Consult with teachers and librarians across Spain and Colombia to gather effective strategies for teaching Spanish grammar and ignite students' passion for authentic Spanish and Latin-American literature.

Kristen Johnson – Brightwood Education Campus

Participate in an Amharic language and Ethiopian culture immersion in Addis Ababa to better communicate with and serve significantly increasing population of Amharic speaking students and create a culturally-relevant learning environment for all students.

Kate Alwon – MacFarland Middle School

Attend the Teachers College Reading and Writing Summer Institute at Columbia University in New York City to learn strategies for improving students' mastery of the English language lead school staff on their practice and implementation of this approach.

Michael Iascovone – McKinley Technology High School

Sail with educators, artists and scientists in the Arctic Circle for one month, creating GPS-based mapping projects, an interactive travel log documenting the effects of climate change and video/online journals, to develop content for a new technology class.

Thomas Cox – The Heights School

Attend classes in spoken Greek and Latin at Rome's University of Santa Croce to bring "dead" languages back to life in the classroom and engage students in Greek and Latin using the Total Immersion and Total Physical Response methods.

Jamel Daugherty – Washington Latin Public Charter School

Participate in an excavation of the Roman port city of Ostia and explore surrounding topography to incorporate archaeology and historical preservation into current Latin curriculum and more effectively connect students with Roman history.

Ana Suarez – Marie Reed Elementary School

Complete a yoga training program in Washington DC to obtain Level 1 certification & incorporate new knowledge into community building and attention focusing activities in an early childhood classroom.

WISCONSIN

Darla Schroeder, Holly Larson, Jenna Evans, Kyla Manske - Lawrence-Lawson Elementary School, Sparta

Explore the inspiration, culture, heritage and landscape for Perrault and Brothers Grimm fairy tales across Germany and France to ignite student interest in fairy tales and promote a passion for reading.

Kimberly Olson, Nikki Schneider - Jefferson Elementary School, Oshkosh

Journey through Thailand, Laos, and Vietnam to better understand the cultural roots and migratory journey of many local families and develop culturally responsive lessons that foster a sense of global citizenship.

Matt Wigdahl - Flynn Elementary School, Eau Claire

Document landforms on Mount Shasta in Northern California to demonstrate how maps translate to real features, develop tools to strengthen classroom science & math experiences, model scientific note-taking, and create a virtual field trip.

Vikki Kratz, Kathy Morgan - Madison Elementary School, Janesville

Explore historic sites and cultural influences in China and Vietnam to expand student understanding of Asia's significance on a global scale.

Sue Ann Eicher, Cecilia Hladky, Patrick Ries, Cheryl Piper - Jackson Elementary School, Janesville

Attend Eric Jensen's Teaching with Poverty in Mind workshop in San Antonio to understand the effects of poverty on children's brain development and social/emotional development and help colleagues see the potential of these students.

Joe Neman - Veritas High School, Milwaukee

Journey through the natural, historical, and cultural sights of Colombia, Argentina and Mexico, documenting reasons magic realism blossomed in Latin American literature using Google Lit Trip, to produce an engaging literacy unit.

Amy Monka, Jill Dujardin, Michelle Van Dyke, Michelle Robb, Kayla Schumacher, Kathy Romenescio - Hoover Elementary School, Neenah

Participate in Eric Jensen's "Tools for Maximum Engagement" and "Teaching with Poverty in Mind" workshops in San Antonio to learn how poverty impacts the brain and strategies for increasing student learning and engagement.

Kelly Brown, Ruth Krause, Angela Marshburn - Madison Elementary School, Manitowoc

Participate in the Teachers College Summer Writing Workshop at Columbia University in New York City to develop skills in teaching and assessing the writing process, with an emphasis on integrating the Common Core State Standards to maximize student achievement and growth as writers.

Jen Elko, Dena Schroepfer - Rufus King International School, Milwaukee

Learn transition approaches used with Deaf young adults at the first school for the deaf in Paris and America's first school for the deaf in West Hartford, CT, to better prepare students for post-high school success and implement strategies used throughout the global Deaf Community.

Deb Bell, Angie Hellman, Janine Klaustermeier, Amy Carlson-Phillips - Tiffany Creek Elementary School, Boyceville

Explore Boston's historical sites to bring the importance of early American history to life for second graders with meaningful learning opportunities aligned with Wisconsin State Standards.

Deb Ericsson, Vicki Kulhanek, Antoinette Rodewald, Sharon Evans, Sarah Leibham, Jeannine Roseberry, Julie Versey, Khanphan Neuaone - Jefferson Elementary School, Sheboygan

Participate in the "Explore Our Solar System" workshop at McDonald Observatory in the western mountains of Texas to enhance space unit studies for elementary students.

Kelly Jobin, Jenni Wolfe, Jodie Rudnicki, Julie Tersteeg - Northern Lights Elementary School, Superior

Attend the Teachers College Summer Writing Institute at Columbia University in New York City to enhance teaching strategies, inspire and develop lifelong writers.

Shari Parks, Kathy Grell, Joy Free, Teri Williams - Marathon Venture Academy, Marathon

Join an educational/geological adventure in the Colorado Rocky Mountains to become experts on rocks and develop a "Rocks Rock" curriculum for aligned with Common Core State Standards for kindergarten students.

Sarah Henkel - Harborside Academy, Kenosha, WI

Research, interview, and documenting the ceramic work of potters in Door County, WI, focusing on works of art embodying the environment and community, to create similar projects and processes with students.

WYOMING

Debra Park - Transitions Learning Program, Casper

Explore two biomes (Rocky Mountains, Pacific Coast) and attend educator training at related national parks to enhance nature writing units and produce writing prompts that populate an on-line repository for students and language arts and science teachers.

Theresa Decker, Amy Aguirre - Glenn Livingston Elementary School, Cody

Attend the Singapore Math Strategies National Conference in Las Vegas to gain confidence in teaching math standards aligned with Common Core Standards and establish students' solid foundation on which they can build mathematical success.

Valera Crofoot - Rawlins Middle School, Rawlins

Develop proficiency with Academic Spanish verb forms at the Don Quixote Language School in Salamanca, Spain, to communicate more effectively with parents of ESL students.

Tracie Kirvin - Buffalo High School, Buffalo

Attend intensive Spanish language classes in Cusco, Peru, while exploring the surrounding geography and history associated with the Incan civilization, to establish an inter-school language-exchange partnership, expand students' frame of reference and increase their awareness of the world outside an isolated school community.