



## 2015 Fellows

*What do you want to learn? Where do you want to learn it?* We ask America's preK-12 teachers this question each fall, inviting them to design their ideal learning experience. After the application and selection process, Fund for Teachers named the following educators our 2015 Fellows. During the summer break, 487 teachers assume the role of scientist, historian, artisan, student and community volunteer. Their teaching practice and their students' learning experiences will never be the same.



## ALASKA

### **Siobhan O'Hara**

#### **East Anchorage High School - Anchorage**

Participate in a painting workshop with the internationally-respected portrait artist Daniel Greene in upstate New York to guide students creation of their own portrait following the traditional European masters' techniques.

## ALABAMA

### *ELEMENTARY SCHOOLS*

### **Vinchenza Sweet**

#### **Monrovia Elementary School - Huntsville**

Investigate artists, architecture and antiquities of France, creating 3D scans of artifacts and interactive videos that integrate STEM learning concepts in the art curriculum.

### **Amber Moore, Courtney Harper**

#### **New Market School - New Market**

Explore the design and history of twelve bridges in Portugal, Spain, France and Switzerland, and also observe teaching strategies at top European design universities and architectural firms, to develop a high-interest, project-based bridge unit focusing on STEAM integration and college/career readiness skills.

### **Christine Sexton, LeAnn Cox, Abigail Brock, Mary Ramsey & Ginny Derzis Carroll**

#### **Forest Oaks Elementary School - Chelsea**

Participate in Orton-Gillingham dyslexia training in Atlanta to facilitate the district's new protocols identifying students who would benefit from intervention.

### **Leslie Lawhorn, Pam Berry**

#### **Madison County Elementary School - Gurley**

Participate in the ISTE 2015 conference in Philadelphia, learning current trends in educational technology to implement during classroom and library instruction and share with teachers throughout the district.

### *MIDDLE SCHOOLS*

### **Briana Morton, Molly Knudsen**

#### **Homewood Middle School - Homewood**

Explore the relationship between science and the food supply through farming in both urban and rural

farms throughout California to establish a STEM-based gardening curriculum promoting healthy eating and living.

## ARIZONA

### **Brenda Boehler**

#### **Cholla Magnet High School - Tucson**

Participate in week-long Mindful Schools K-12 Curriculum training in Petaluma, CA, to help students develop affective and academic skills that prevent delinquency, bullying and other negative behaviors while building empathy, conflict resolution skills and overall school climate.

## CALIFORNIA

### *ELEMENTARY SCHOOLS*

### **Nicole Campazzie**

#### **Saints Peter and Paul School – Los Angeles**

Participate in the Teaching with Primary Sources Institute at The Library of Congress in Washington, D.C. to improve student research skills and change the phrase “History is boring” to “History is amazing!” throughout the school.

### **Amalia Jarquin, Mary Ann Cramer, Susan Woo**

#### **E. R. Taylor - San Francisco**

Attend Columbia University's Teachers College Summer Reading Workshop in New York City to improve effective reading instruction and create a core group to implement the Readers Workshop model at school.

### **Dolores Munoz**

#### **Belvedere Elementary School - Los Angeles**

Visit key historic sites in Boston, Williamsburg, Philadelphia and Washington DC to become immersed in the colonial past and the seat of our modern government and connect content area learning to real-life experiences for English Language Learners.

### **Courtney Cook**

#### **Spring Valley Elementary School - San Francisco**

Traverse China on a three-week guided educational tour and learn basic Cantonese while living with a family in Hong Kong to deepen cultural understanding and better communicate with, support and

empower Cantonese-speaking students and parents.

**James Prietto**

**East Palo Alto Charter School - East Palo Alto**

Volunteer at a bilingual Spanish/Mayan elementary school in Quetzaltenango, Guatemala, to create an interdisciplinary unit that covers ancient to contemporary Mayan history and mythology.

**Hana Huang**

**Miraloma Elementary School - San Francisco**

Attend Columbia University's Teachers College Summer Writing Institute in New York City to lead professional development sessions for peers and build on the school's Writing Workshop implementation.

**Ruth Corley, Catalina Martinez, Karen Cortez-Ramirez, Aysha Khan**

**Hillcrest Elementary School - San Francisco**

Participate in a lesson study at Tsukuba University in Tokyo, observing math professors go through the process of planning, implementing, and reflecting on math lessons, to increase mathematical discourse among peers and in the classroom.

**Rosanne Mann**

**Hicks Canyon Elementary - Irvine**

Participate in Columbia University's inaugural Digital and Media Literacy Institute at the American School of Paris to learn strategies for seamlessly integrating the power of technology with reading and writing workshop practices and bring best digital literacy practices to the classroom.

**Madeline Noonan, Kaitlin Lewis**

**Think College Now Elementary School K-5 - Oakland**

Attend the Teacher's College Reading & Writing Summer Institutes at Columbia University to strategies for inspiring and empowering all students to become lifelong readers and writers.

**Carl Edwards**

**International Community School - Oakland**

Participate in the San Francisco Orff Course to integrate singing, dancing and playing instruments with literacy, math and social-emotional curricula to inspire engagement of fifth grade bi-lingual students.

**Anita Graffius**

**Crocker Highlands Elementary School K-5 - Oakland**

Participate in a immersion program for teachers at Habla: The Center for Language and Culture in Merida, Mexico, to integrate arts into literacy curriculum through project based, hands on methods applicable with various educational settings and age groups.

**Cindy Paieda**

**15Th St Elementary- San Pedro**

Participate in the Teachers College Summer Writing Institute at Columbia University in New York City to develop a writing curriculum specific to a half-day Pre-K program.

**Frank Sanchez, Lauren Goss, Gracen Armendariz**

**San Francisco Community Elementary School(K-8) - San Francisco**

Attend the Buck Institute's "PBL World" conference on project-based learning and, afterward, a San Francisco Coalition of Essential Small Schools conference, to better provide engaging, rigorous and culturally-relevant project-based curriculum through an equity lens.

*MIDDLE SCHOOLS*

**Phoebe Gilpinwright**

**Bret Harte Middle School 6-8 - Oakland**

Explore and document primary sources at Neanderthal Valley outside Dusseldorf and the Staatliche Museums in Berlin, followed by an interview with Katja Reiher of the Institute of Prehistoric Archaeology at Freie Universitat to create a 6th grade unit on, "What really happened to Neanderthals?"

**Catherine Tran**

**Washington Middle School - La Habra**

Participate in the Educator Academy in the Amazon Rainforest in Iquitos, Peru, to inspire classroom instruction and deepen student understanding of the complexities of global environmental issues.

**Melissa Minkin**

**Edison Middle School - Los Angeles**

Follow the northern trail of the Underground Railroad from Ohio to Canada, mirroring the journey of characters in the novel "North by Night," to better understand the role that northern urban centers played along the "Railroad" and deepen students' learning in English and US History classes.

**Jennifer DeMonte**

**Charlotte Wood Middle School - Danville**

Attend the Teachers College Summer Reading Institute at Columbia University in New York City to

develop a reading curriculum that strengthens students' abilities to interpret texts while fostering a greater passion for reading and an understanding of the power of literacy.

#### *HIGH SCHOOLS*

##### **Lisa Mistrick, Tiffani Bowen**

###### **Warren High School - Downey**

Research in Austria, Slovakia and Switzerland concepts and applications associated with the effects of the art of music as a psychological therapy in working with students with Autism and other special needs.

##### **MaryAnn Kowalski**

###### **Environmental Science and Technology - Los Angeles**

Participate in Spanish language classes at the Instituto Cultural in Oaxaca, Mexico, while exploring Central American culture to more effectively teach content areas and build meaningful relationships with Spanish-speaking students and their families.

##### **Valerie O'Riordan**

###### **Archbishop Riordan High School - San Francisco**

Participate in the three-week playwriting workshop at The Athens Centre in Greece to inspire a new unit for the Introduction to Acting class that will culminate in a short play festival produced and directed entirely by students.

##### **Lara Schmidt**

###### **Leadership High School - San Francisco**

Investigate how administrators and teachers in Rwanda teach traumatized students coping skills through social emotional learning curriculum, advisory programs and service learning to better serve students in Special Education with multiple childhood traumas.

##### **Jeff Weber, Krissy Ettinger, Barbara Estrella**

###### **Brea Olinda High School - Brea**

Participate in the "Closing the Gap" special education conference in Minneapolis, MN, learning current uses of assistive technology for students and young adults with multiple disabilities, to provide maximum independence in academic, vocational and independent living environments.

##### **Daniel Kim**

###### **Downey High School - Downey**

Explore the flora and fauna of Costa Rica's marine coastal and rainforest biomes to create more tangible and relevant learning tools for AP Environmental Science students that will improve their comprehension of sustainability and environmental conservancy.

**Claudia Walker**

**Coliseum College Prep Academy High School 6-12 - Oakland**

Explore the relationship between Renaissance artists in Harlem artists and Paris to deconstruct with high school seniors the use of literature and art as a tactic of social change.

**Maria Teresa Rode**

**Lowell High School - San Francisco**

Work within a community in central Mexico to document how indigenous, colonial and contemporary art developed and reflects the introduction of new international influences to create with students an original public work of art informed by the research.

**Andrea Lofthouse**

**Alhambra High School - Alhambra**

Investigate conservation efforts in Southwest China through interviews and art-making activities to model cross-cultural research and develop stronger connections to Chinese students and their families.

*OTHER SCHOOLS*

**Kim Pogorelsky Lewis**

**Southwest Intensive Specialized Programs - Inglewood**

Attend the 2nd International Conference on Sign Language Acquisition in Amsterdam, followed by the 22nd International Congress on Education of the Deaf in Athens, Greece, to create a novel curricular unit that leads Deaf students in the understanding of political structures and influence.

**COLORADO**

*HIGH SCHOOLS*

**Kevin deKay**

**Silverton School of Expeditionary Learning - Silverton**

Investigate in San Francisco current brain research with experts at the University of California Laboratory of Educational Neuroscience and the Center for Childhood Creativity, and afterward interview educational experts at Stanford University, to introduce brain-based interventions and

increase achievement of all learners.

**Erin Zarko**

**Durango High School - Durango**

Gather scientific data on whale and dolphin populations and conduct independent research on sustainable farming practices and ecotourism in Costa Rica to enhance ecology and evolution curricula in Biology and AP Biology courses.

**Diego Duran-Medina**

**Eagle Rock School - Estes Park**

Explore in South Africa the history, impact and legacy of apartheid and Nelson Mandela to gather lessons for students as they begin defining their own path within a progressive, restorative-justice based alternative school.

**Ty Flom**

**Durango High School - Durango**

Gather scientific data on whale and dolphin populations and conduct independent research on sustainable farming practices and ecotourism in Costa Rica to enhance ecology and evolution curricula in Biology and AP Biology courses.

*OTHER SCHOOLS*

**Holly Pratz, Sallie Barney, Paul Joyce, Elizabeth Barszcz, Kelly Habecker & Katie Shapiro**

**Silverton School of Expeditionary Learning - Silverton**

Investigate in San Francisco current brain research with experts at the University of California Laboratory of Educational Neuroscience and the Center for Childhood Creativity, and afterward interview educational experts at Stanford University, to introduce brain-based interventions and increase achievement of all learners.

**Jon Exall**

**Odyssey School - Denver**

Witness the places featured in Greek myths in order to foster deeper student connections as they engage with these myths.

**CONNECTICUT**

*ELEMENTARY SCHOOLS*



**Missy Giandurco**

**Wolfpit - Norwalk**

Explore the Hawaiian Islands' historical and cultural traditions and incorporate findings into current study of myths and folklore to develop vocabulary and story writing skills with mainstream, special education and ELL students.

**Smith Mowry**

**Columbus Magnet School - Norwalk**

Train with world-class athletes at the Triathlon School for Beginners in Hawaii, gaining a better understanding of kinesiology, training and healthy habits to combat childhood obesity and develop life-long strategies for elementary school students.

**Andrew Pearce**

**Columbus Magnet Elem School - Norwalk**

Participate in zero-gravity weightless flight experience in Houston, TX to enhance current Young Astronauts curriculum and inspire a new generation of students to embrace STEM principles.

*MIDDLE SCHOOLS*

**Marina Outwater**

**Long River Middle School - Prospect**

Investigate the water crisis in India, one of the most populated countries in the world, to establish an inquiry-based, interdisciplinary unit and inspire students to be active agents of change.

*HIGH SCHOOLS*

**Louis Schede**

**Norwalk High School - Norwalk**

Participate in a month-long NOLS Wilderness course in the North Cascades Mountains of the Pacific Northwest, using new skills to establish a Wilderness Club that fosters students' perseverance, teamwork and leadership.

**Diana Manousos**

**Brien McMahon High School - Norwalk**

Attend Taft Educational Center's AP Art History workshop in Watertown, CT, followed by an independent study tour of masterpieces throughout Italy, to teach a new course on the 250 works of art students need to know.

**Joe LaPrad, Susan Quatrella, Kelsey Murphy**

**Brien McMahon High School - Norwalk**

Study in Colombia methods of special education and science instruction (course progression, student-centered learning activities, inquiry-based learning) to better help students transition into the school system and facilitate correct course placement with necessary resources.

## FLORIDA

### *ELEMENTARY SCHOOLS*

**Patricia Coady, Kimberly Aldridge**

**Gulf Breeze Elementary – Gulf Breeze**

Investigate in Italy and France the life and works of Leonardo da Vinci as artist, scientist, researcher and inventor to develop a STEAM-based classroom environment for gifted enrichment students that explores this kind of cross-curricular integration.

### *MIDDLE SCHOOLS*

**Kelly De La Cruz**

**Lakeland Montessori Middle School - Lakeland**

Conduct site-specific research at America's National Historic sites and National Parks during a cross-country road trip to create introductory video hooks and compile primary sources for history units on the Pre-Columbian cultures, American Revolution, Western Expansion, Industrial Age, Civil War, Civil Rights and WWII.

### *HIGH SCHOOLS*

**Mandy Gagliardo**

**Tarpon Springs High School - Tarpon Springs**

Collect evidence on global climate change's impact on diverse biomes of Australia to make Chemistry relevant to students while increasing their interest in the subject.

## GEORGIA

**Rita Baker**

**Henderson Middle School - Chamblee**

Study the culture of Australia and its Maori people to broaden personal understanding of indigenous culture help students recognize the power of art to transcend and unify individuals despite cultural and geographical differences.

**Kelly Caldwell**

Follow the North Star from Detroit to Canada, chronicle slaves' freedom journey (researching at significant monuments and landmarks along the way) to facilitate authentic, interactive Social Studies and Language Arts experiences.

**IOWA**

**Jenifer Carstensen, Ann DiGiacomo**

**Hoover Elementary - Cedar Rapids**

Participate in intensive Kiswahili language classes in Stone Town, Zanzibar, explore the history and culture of Tanzania and visit a refugee camp where many of the school's English Language students were born to more comfortably interact with school families and educate students with a deeper understanding of their culture and experiences.

**Maria Youngblut, Laura Wilkinson**

**Cardinal Elementary School - Eldon**

Attend the Staff Development for Educators National Kindergarten Conference in Las Vegas to improve instructional practice, better integrate technology and learn to differentiate curriculum in relevant ways for future students.

**IDAHO**

**Kelli Brown**

**Idaho Arts Charter - Nampa**

Investigate the history and practice of Flamenco dance while participating in Spanish language courses at the Carmen de Cuervas School in Granada, Spain, to encourage participation school's dance education courses and promote the study of culture through dance and music.

**ILLINOIS**

*ELEMENTARY SCHOOLS*

**Diane Berin, Kerry Tavarczyk, Kristina Koffarnus, Katie Rucker & Julia Sajovec**

**John J. Audubon Elementary School - Chicago**

Attend the Teachers College Summer Reading Institute at Columbia University in New York City to revitalize literacy teaching methods that support, inspire, and nurture the needs of all students in order to meet the rigorous Common Core State Standards.

**Siobhan Cassidy**

**Ellen Mitchell Elementary School - Chicago**

Study the Spanish language and Mexican culture through an intensive immersion program in Oaxaca, Mexico, to create a Language Arts unit on Mexico and facilitate communications with students and their Spanish-speaking families.

**Anna Garcia, Laurel Thomas**

**Hawthorne Elementary Scholastic Academy - Chicago**

Explore in Peru the Inca culture and Andean way of life to learn how history and culture of the past continues to impact communities and establish a pen pal relationship between our students and local children.

**Shana Pearlmutter**

**Alexander Graham Elementary School - Chicago**

Conduct action research with artisans, performers, story-tellers and trades-people from Marrakech World Unesco Heritage Sites to document the effects of tourism, global development and poverty on an ancient society threatened with losing its heritage for an interdisciplinary curricula that promotes cross-cultural awareness and exchange.

**Jacqueline Bovit, Kelly Bolt**

**Skinner West Classical Fine Arts & Technology - Chicago**

Traverse Morocco and its diverse communities, observing ways in which art binds together groups of people with various backgrounds, to learn new techniques through hands-on workshops in artist cooperatives that will inspire and diversify current art curriculum.

**Melissa Korpalski**

**Phillip Murray Elementary Language Academy - Chicago**

Research the legacy of French imperialism in Morocco by taking advanced French language courses and exploring the country in search of French influence in modern-day Moroccan society.

**Patricia Meagher**

**Stephen K. Hayt Elementary School - Chicago**

Explore historic sites of the American Revolution in New England, New York, Philadelphia and Colonial Williamsburg, comparing and contrasting varied experiences and perceptions of freed and enslaved African-Americans with those of our country's founders who fought for their own liberty while oppressing others, to provide students with a deeper, analytic and unfiltered understanding about our nation's complex past.

**Aleksandra Skorb**

**Peter Reinberg Elementary School - Chicago**

Investigate engineering and architectural achievements of the Ancient Roman Empire to revise a social studies unit that will connect to STEM principles in science classes.

**Kyri Sierra**

**Talcott Fine Arts and Museum Academy - Chicago**

Achieve new level of mastery of the Spanish language through intensive writing tutoring in Buenos Aires, while also studying the history of tango, to launch a Social Studies unit on immigrant contributions to host culture.

**Jacob Lipnick**

**Pulaski International School of Chicago - Chicago**

Research and document the historic relationship between Christians, Muslims, Jews and Romani in the south of Spain to inform a Spanish language unit that explores the impact of cross-cultural interaction on cultural identity over time.

**Margy LaFreniere**

**Erie Elementary Charter School - Chicago**

Explore Ghanaian history, culture and economy, focusing on sites of liberation from British colonial rule and resistance to modern imperialism, to decolonize and refocus teaching of early U.S. history.

**Lisa Maatouk**

**Mark T. Skinner Elementary West - Chicago**

Take traditional West African music classes in xylophone, drums, dance and song at the Dagara Music Center in Medie, Ghana, to expand and enrich a World Music unit for 4th - 8th graders.

**Carly Kauffman**

**Maria Saucedo Elementary Scholastic Academy - Chicago**

Pair an intensive Spanish language course in Buenos Aires and educational research in Alta Gracia, Argentina, to deepen understanding of the Spanish language and adopt culturally-relevant teaching practices that enhance bilingual programming for students, parents and teachers.

## *MIDDLE SCHOOLS*

### **Heidi Farrand**

#### **Irene C Hernandez Middle School for the Advancement of the Sciences - Chicago**

Visit sites and events of historical, archeological, and cultural importance in Puerto Rico and, afterward, learn methods of Caribbean, Latin American and African percussion at the World Music Drumming workshop in Denver, to update a middle school music unit with varied music, visual arts and global history.

## *HIGH SCHOOLS*

### **Annie Magness**

#### **Pulaski International School of Chicago - Chicago**

Experience storytelling in Germany, Scotland and Iceland to comprehend the settings, connect to the important, learn components that resonate and explore how stories are transgenerational to inspire the work of K-8 International Baccalaureate students.

### **John Dudley**

#### **Collins Academy High School - Chicago**

Attend the Naviance Summer Institute in Tucson, AZ, to become proficient with the Naviance software for research of higher education opportunities and create a curriculum that inspires a college-going culture.

### **Sandra Shimon**

#### **Prosser Career Academy - Chicago**

Investigate the history of the American War in Vietnam, while exploring current Vietnamese culture, to help students better understand differing global perspectives on the same event and recognize that culture, history and geography inform one's sense of truth.

### **Andy Pascarella**

#### **Benito Juarez Community Academy High School - Chicago**

Compare and contrast the Panama Canal (completed a century ago) and the Nicaraguan Canal (currently under construction) to see historical lessons applied to contemporary issues.

### **Lavie Raven**

#### **North Lawndale College Preparatory HS - Chicago**

Engage in cultural exchange with the Namgis indigenous community in Alert Bay, Canada, learning their restorative justice practices and historic folk artwork, to create hip-hop based murals, audio projects

and performances that document cultural survival for urban students.

**Simo Danja**

**Albert G. Lane Tech High School - Chicago**

Conduct action research with artisans, performers, story-tellers and trades-people from Marrakech World Unesco Heritage Sites to document the effects of tourism, global development and poverty on an ancient society threatened with losing its heritage for an interdisciplinary curricula that promotes cross-cultural awareness and exchange.

*OTHER SCHOOLS*

**Michael Schott**

**Talcott Fine Arts and Museum Academy - Chicago**

Attend the Summer Institutes in Digital Literacy at the University of Rhode Island and Project Look Sharp at Ithaca College to incorporate current media digital formats for primary grades across the district.

**KANSAS**

*ELEMENTARY SCHOOLS*

**Andie Alvarado**

**Alta Brown Elementary School - Garden City**

Research ancient and modern theatre across Greece to develop K-8 lesson plans supplemented by a production of Sophocles' "Antigone" performed by our students at the high school.

*MIDDLE SCHOOLS*

**Kristen Holmes**

**Westridge Middle School - Overland Park**

Research at major European emigration ports and the experiences of American immigrants in the 19th and 20th centuries to encourage students' exploration of their heritage and promote personal connections to history.

*HIGH SCHOOLS*

**Barb Hilt , Alice Hilt, Robyn Hilt**

**Garden City High School - Garden City**

Research ancient and modern theatre across Greece to develop K-8 lesson plans supplemented by a production of Sophocles' "Antigone" performed by our students at the high school.

## LOUISIANA

### *ELEMENTARY SCHOOLS*

**Robert Lorsbach**

**Lagniappe Academy of New Orleans - New Orleans**

Study similarities between Southeast Asia and New Orleans, as well rebuilding efforts associated with the Indian Ocean Tsunami and Hurricane Katrina, to create a global studies unit for elementary students that examines the interdependence of environment, economy and community.

**Jacob Hesselschwardt, Cortney Todaro, Crystal Gann, Megan Colgin, Victoria Baldrige**

**Elm Grove Middle School - Bossier City**

Attend the Kagan Summer Conference in Orlando,FL, to learn strategies for engaging students in the classroom through increasing both equity and academic excellence.

### *OTHER SCHOOLS*

**Brynn Johnson**

**Academy Of The Sacred Heart (The Rosary) - New Orleans**

Study similarities between Southeast Asia and New Orleans, as well rebuilding efforts associated with the Indian Ocean Tsunami and Hurricane Katrina, to create a global studies unit for elementary students that examines the interdependence of environment, economy and community.

## MASSACHUSETTS

### *ELEMENTARY SCHOOLS*

**Angela D'Amore, Jessica Hyland**

**Otis Elementary School - East Boston**

Participate in Teachers College Summer Writing Institute at Columbia University to continue implementing reading and writing workshops that the further students' learning progression and accelerate students' progress.

**Lisa Llorente, Jennifer Hayes, Kathleen Frazier**

**Winship Elementary School - Brighton**



Participate in a one-week course on Shadow Puppetry in Yorkshire, England, to learn strategies for using puppets, light and shadow to promote language development and communication skills in kindergarten students.

**Timothy Nagaoka**

**Bradley Elementary School - East Boston**

Research throughout the Western States six former World War II Internment Camp Sites to better understand Japanese Americans' experiences and create four units for elementary/middle school Japanese language students in an urban setting.

**Erin Rua**

**Guild Elementary School - East Boston**

Attend the Teachers College Summer Writing Institute at Columbia University to further existing initiatives to realign the school's writing curriculum.

**Danielle Aucoin**

**Clap Elementary School - Dorchester**

Join environmental service learning projects in Guatemala, then partake in professional development on biodiversity in Belize to develop hands-on, multi-sensory experiences that enhance the district's new Focus on K2 curriculum for all learners.

**Odalís Torres-Vivas**

**Winship Elementary School - Brighton**

Participate in a one-week course on "Shadow Puppetry" in Yorkshire, England, to learn strategies for using puppets, light and shadow to promote language development and communication skills in kindergarten students.

**Jackie Ahrens, CJ Rish**

**Guild Elementary School - East Boston**

Attend the Teachers College Summer Writing Institute at Columbia University to further existing initiatives to realign the school's writing curriculum.

*MIDDLE SCHOOLS*

**Colin McDougall**

**McKinley Middle School - Boston**

Research and record the diverse wildlife and environments of the Galapagos Islands to develop a curriculum on natural selection to bring back to share with colleagues in professional development and

to further engage students.

**Teresa Carr, Pollyanna Sidell**

**Christa McAuliffe Regional Charter Public School - Framingham**

Attend the Globe Theatre's Shakespeare Training in London to inform personal understanding of Shakespeare in performance and approaches to teaching Shakespeare in the contemporary classroom.

**Josh Hupe**

**McKinley South End Academy - Boston**

Research and record the diverse wildlife and environments of the Galapagos Islands to develop a curriculum on natural selection to bring back to share with colleagues in professional development and to further engage students.

*HIGH SCHOOLS*

**George Papayannis**

**Boston Arts Academy - Boston**

Participate in the Third International Summer School in Reggio Emilia, Italy, to learn best practices for designing effective learning environments and documentation of student learning.

**Alison Galanter**

**Kennedy Academy for Health Careers - Boston**

Join an inquiry-based excursion through Vietnam and Cambodia to better understand how historical, political, economic and cultural implications of war and genocide define and inspire the countries' development and citizenry.

**Jessica Haralson**

**Malden High School - Malden**

Observe Haitian schools, libraries and relevant literacy centers to understand literacy strategies in Creole, English and French that can inform a culturally- and socially-relevant literacy/ESL curriculum for Haitian ELL students.

**Robin Kirkpatrick**

**Boston Latin School - Boston**

Explore how Ireland itself was changed by the emigration of a third of its people in the period 1830 – 1914 by traveling to Dublin, Ireland and Belfast, Northern Ireland to study the impact of crisis migration for shaping Ireland in terms of its politics, economy, and culture.

**Emily Trono, Alex Buchalski, Nilufer Johnson, Michael Caprigno**

**English High School - Jamaica Plain**

Conduct research in students' home countries of the Dominican Republic and Puerto Rico to compare/contrast educational systems with our own and better understand indigenous perceptions to adjust instruction of and transition services for immigrant students in Boston.

**Valerie Pastorelle**

**Boston Arts Academy - Boston**

Explore in Ecuador the ecology and biodiversity of the Galapagos Islands and Amazon rainforest, while also refining Spanish language proficiency, to reinvigorate existing units and introduce new units on natural selection and biomimicry.

**Jon Bruno**

**Snowden International School at Copley - Boston**

Travel the Lewis and Clark Trail and, afterwards, participate in the University of Montana's Lewis and Clark teacher seminar to observe, record and gather sources for learning module created collaboratively with students and shared with the school and district.

**Nate Eckstrom**

**Boston Adult Technical Academy - Boston**

Investigate the history and language of those living on the border of Haiti and the Dominican Republic to inform a school-wide curriculum and better engage, teach and understand immigrant students, families and communities from this region.

**Paul Degenkolb**

**Malden High School - Malden**

Observe Haitian schools, libraries and relevant literacy centers to understand literacy strategies in Creole, English and French that can inform a culturally- and socially-relevant literacy/ESL curriculum for Haitian ELL students.

**Mary-Alyce Whitham**

**Kennedy Academy for Health Careers - Boston**

Join an inquiry-based excursion through Vietnam and Cambodia to better understand how historical, political, economic and cultural implications of war and genocide define and inspire the countries' development and citizenry.

*OTHER SCHOOLS*

**Erin Sudduth\***

**Hernandez K-8 School - Roxbury**

Participate in the daily life of a school in Buenos Aires to observe speaking, listening, writing and reading Spanish assessments for use in dual language programs throughout Boston Public Schools.

**Sara Zrike\***

**Hurley K-8 School – Boston**

Participate in the daily life of a school in Buenos Aires to observe speaking, listening, writing and reading Spanish assessments for use in dual language programs throughout Boston Public Schools.

**Florence Yee, Mary DeWitte, Kelly Viola, Danielle Simonini**

**Eliot K-8 School - Boston**

Attend the Teachers College Reading and Writing Summer Institute at Columbia University to learn strategies for inspiring young readers to be lifelong learners and to strengthen vertical alignment of school curriculum.

**Olivia Peters, Alissa Ferro**

**Curley K-8 (Upper School) - Jamaica Plain**

Research past and present governments of the Dominican Republic and Cuba to develop a year-long, seventh-grade thematic literature unit on Overcoming Oppression that incorporates "The Giver" by Lois Lowry and "Before We Were Free" by Julia Alvarez.

## **MAINE**

**Jen Dorval, Alexis Lyon, Antona Briley, Robin Lea**

**Lincoln Middle School - Portland**

Attend the CERES 2015 International Conference on Racism, hosted by the University of Edinburgh, as part of a teacher-led strategy to build individual proficiency and the school's capacity to initiate conversations about race and recognize and respond to systemic racial bias impacting our teaching/learning community.

## **MICHIGAN**

**Danielle Peck**

**Grosse Pointe South High School - Grosse Pointe Farms**

Participate in the "Teaching Shakespeare Through Performance" program in London to learn new,

methods of teaching that inspire creativity through performance and help students master language through analytical reading and writing.

## MINNESOTA

### *ELEMENTARY SCHOOLS*

#### **Margaret Preston**

##### **Bancroft - Minneapolis**

Observe the melding of Spanish and Andean cultures across the Cuzco region of Peru as reflected in the artistry of Andean textiles to hone language skills, broaden knowledge of the Spanish-speaking world and work more effectively with the Spanish-speaking students and their families.

#### **Lisa Arcand**

##### **Chelsea Heights Elementary - St. Paul**

Enroll in the Creativity Workshop in Barcelona to infuse innovation, problem solving and higher order thinking skills in a tightly-scheduled classroom and simultaneously nourish personal creativity through mosaics to inform a school-wide project celebrating diversity.

#### **Nancy Hausman**

##### **St. Anthony Park Elementary - St. Paul**

Research treaties among the Lakota Sioux, Blackfoot and Salish Peoples of the Northwest and resulting land grants (now national parks) to inform student understanding and appreciation of Native People and the treasures of our country.

#### **Catherine Musachio**

##### **Saint Paul Music Academy - St. Paul**

Observe the life and culture of ethnic groups living in four refugee camps on the Burma/ Thailand border, and afterward explore surrounding cities of historical and religious significance, to enhance cultural competency and more effectively engage students and families immigrating from this region.

#### **Sandy Jernberg , Michelle Bove**

##### **Pillsbury - Minneapolis**

Join a Creativity Workshop on Crete to acquire tools for fostering creativity and transforming our advanced learners' fear of failure into the practice of curiosity, imagination, flexible thinking and

tenacity.

**Nick Zimmer**

**Frost Lake Elementary - St. Paul**

Observe various Karen groups and subgroups, as well as Burmese, in rural and urban settings across Myanmar and Thailand to increase knowledge of political, ethnic, social, linguistic and educational realities of immigrant students and prevent "othering" and assumptions that otherwise inhibit culturally-appropriate school experiences.

*MIDDLE SCHOOLS*

**Scott Glew**

**Salk Middle School - Elk River**

Investigate the impact of the World Wars on the European people to facilitate student understanding of the complex impact of war as they prepare to become engaged and effective citizens in a democracy.

**Carrie Hansen**

**Twin Bluff Middle School - Red Wing**

Attend the International Association of Special Education's Biennial Conference in Wroclaw, Poland, to explore service delivery options and collaborative practices that promote inclusion, and life-long learning.

*HIGH SCHOOLS*

**Paul Creager**

**Gorden Parks Senior High - St. Paul**

Research in Goa, India, with Video Volunteers Program, the impact of media activism within marginalized communities to inspire similar projects with iPad-carrying students and teachers in the district.

**Jane Hall**

**LEAP High School - St. Paul**

Research in Bhutan and Nepal the political complexities, cultural background and educational experiences of the Lhotshampa people (Bhutanese refugees of Nepali origin) prior to their arrival in the Saint Paul Public Schools system to provide classroom instruction that is culturally-appropriate and relevant for this unique group of students.

**Megan Ryan**

**Como Park Senior High - St. Paul**

Research a vocational training program for students with special needs in Vietnam to enhance the school's current transition program and provide graduates with meaningful post-secondary employment options.

**Ashley Walter, Allyson Manns, Beth Baxley**

**Mounds View Senior High School - Arden Hills**

Research in Poland the context of Art Spiegelman's graphic novel "Maus" to develop relevant lesson plans that enhance the critical thinking and empathic skills for ninth grade students.

**Karen Phillips**

**The Blake School - Upper School - Minneapolis**

Tour research labs and interview experimental and theoretical high-energy physicists in Scotland, France, Switzerland and Italy to better understand current research and to identify opportunities for students to connect with investigators in the field.

**Donna Scarcella**

**Como Park Senior High - St. Paul**

Research a vocational training program for students with special needs in Vietnam to enhance the school's current transition program and provide graduates with meaningful post-secondary employment options.

*OTHER SCHOOLS*

**Barbara Lawrence-Windholz**

**Humboldt Secondary - St. Paul**

Investigate the history and culture of the Karen people of Burma, now exiled to refugee camps in Thailand, to better serve the educational and social needs of Karen students and their families and create awareness of this growing component of the school community.

**Laure O'Keeffe**

**Anna Westin House - Saint Paul**

Participate in the Biennial World Conference for Gifted and Talented in Odense, Denmark, to incorporate the most current research into teaching "twice gifted" students, including those recovering from anxiety, depression and eating disorders.

**Pam Olds, Martha Long**

**The Blake School - Lower School - Hopkins**

Participate in a two-week language immersion course in Havana, Cuba, while also experiencing the local culture and learning about the country's history and government, to design lessons that infuse language

skills and cultural experiences into fifth grade classrooms.

### **Cynthia Henning**

#### **Washington Technology Secondary - St. Paul**

Observe the life and culture of ethnic groups living in four refugee camps on the Burma/ Thailand border, and afterward explore surrounding cities of historical and religious significance, to enhance cultural competency and more effectively engage students and families immigrating from this region.

## **MISSOURI**

### *ELEMENTARY SCHOOLS*

### **Takiyah Olatunbosun**

#### **Crossroads Academy Elementary School – Kansas City**

Attend the Mathematics Education Leadership Training at Appalachian State University to learn strategies for developing K-5 students' geometric problem-solving skills through investigation and technology.

### **Princeton Grayson**

#### **African-Centered Prep Elementary - Kansas City**

Explore the ecosystems and educational practices of South Africa, Swaziland and Mozambique to engage students in science, introduce Apartheid's influence on education and create connections to life in Kansas City.

### **Robin Talley**

#### **Academie Lafayette – Kansas City**

Participate in Tai Chi, performing arts and visual arts and cultural traditions across China, Vietnam, Thailand and Cambodia to create culturally-relevant art and PE units based on the Asian culture for K-3 graders.

### **Karis Parker**

#### **Spring Valley Elementary - Raytown**

Explore the ecosystems and educational practices of South Africa, Swaziland and Mozambique to engage students in science, introduce Apartheid's influence on education and create connections to life in Kansas City.



**Alaina Mayfield**

**Hogan Preparatory Academy - Kansas City**

Attend the Summer Literacy Institute at the Lesley Center for Reading Recovery in Cambridge, MA, to enhance effectiveness as a K-5 reading specialist.

**Amanda Boyle**

**Kellison Elementary School - Fenton**

Volunteer in the Ecuadorian Amazon, experience the Incan Sun festival and Peru's Macchu Picchu and visit the reed islands of Lake Titicaca to develop a deeper understanding of South America's ecology and ancient cultures and infuse new perspectives into fifth grade units on the Age of Exploration and the Spanish colonization of South America.

**Kate Cerve, Colleen Powers**

**Pathway Academy Charter School - Kansas City**

Explore Latin American culture and customs through a three-week Spanish language immersion study in Puebla, Mexico, to improve school-wide communication, deepen family-school relationships and increase engagement with Latino students and communities.

*MIDDLE SCHOOLS*

**Michael Jonagan**

**Kauffman School - Kansas City**

Record oral histories of Nicaraguans from varying ages and backgrounds to promote empathy and as an initial step toward forming a school-wide oral history project.

**Randi McCreary**

**Academie Lafayette - Kansas City**

Research the historical roots, cultural influences and influential writers of The Harlem Renaissance to help students connect with the period through a collaborative Webquest project.

*HIGH SCHOOLS*

**Samuel Yi, Isao Osuga Chapa**

**Alta Vista High School - Kansas City**

Investigate best practices in math education across South Korea and Singapore to refine a strategy that vertically aligns math curricula across grades 6-12.

## *OTHER SCHOOLS*

### **Christine Everhart**

#### **Nativity of Mary School - Independence**

Embark on a three-week road trip studying geologic formations throughout the Western United States to incorporate personal commentary and experiences into lessons on science and stewardship for kindergartners.

## **NORTH CAROLINA**

### *ELEMENTARY SCHOOLS*

### **Megan Lake, Courtney Money-McIntosh**

#### **Sand Hill Venable - Asheville**

Participate in a language/cultural immersion program at Instituto Jovel in Tuxtla, Mexico, to enhance communications and relationships with ELL students and their Spanish-speaking families.

### *MIDDLE SCHOOLS*

### **Donna Marcelo**

#### **Asheville Middle - Asheville**

Investigate in the United Kingdom methods used to reduce greenhouse gas emissions while maintaining integrity of the numerous historic buildings to lead students in a study of preservation and progress on a local level.

### **Elizabeth Post**

#### **Asheville Middle - Asheville**

Circumnavigate the island of Puerto Rico interviewing experts on and members of the Taino culture to present a less "euro-centric" view of social studies.

### *HIGH SCHOOLS*

### **Lauren Jones**

#### **Asheville High School - Asheville**

Research special education intervention strategies in Lebanon, Greece and Turkey to implement new strategies that better meet the needs of minority students with disabilities in regular education inclusion settings.

## NORTH DAKOTA

**Leah Juelke**

**Fargo South High School - Fargo**

Explore the culture, education system and socio-economic structures of East Africa by volunteering in a Tanzanian community and participating in a workshop with local educators to facilitate a narrative writing project and better serve the school's growing African refugee population.

## NEW JERSEY

*ELEMENTARY SCHOOLS*

**Joan Buonafide, Emily Litman**

**Learning Community Charter School - Jersey City**

Investigate Fiji's unique ecosystems and establish a partnership with Naleba School there to develop students' appreciation for conservation efforts and personal connections with those maintaining the balance of Fiji's natural environments.

## NEW MEXICO

**Vincent Langan**

**East Mountain High School – Sandia Park**

Join an educators tour of Laos, Thailand and Vietnam to experience the progression of developing nations from a rigid centrally-planned economy to one with free market opportunities to provoke students' consideration of government/individual interaction.

## NEVADA

**Caprice Leidig, Kim Caipa**

**Silvestri JHS - Las Vegas**

Research in South Africa the struggles to end Apartheid and how that struggle continues to affect the climate of society in order to improve social and global awareness of low-income students.

**Rod Hearn**

**Damonte Ranch High School - Reno**

Participate in a three-week program in Theatre for Youth through the youth branch of the Theatre Royal in Bath, England, to learn new approaches for creating and staging a new student musical.

## NEW YORK

### ELEMENTARY SCHOOLS

#### **Makeda Farley**

##### **Kipp Academy Elementary School - Bronx**

Research culture, literacy practices and West African folklore traditions in Ghana to create an interdisciplinary folklore unit that engages students and facilitates relationships with West African students and families.

#### **Chris Dolgos**

##### **Genesee Community Charter School - Rochester**

Research the interaction of Romans, Britons and Picts at ancient Roman sites in Great Britain to understand how different cultures interacted and examine how public works projects from the Classical and Modern Eras have the potential to divide as well as unite people in a multicultural society.

#### **Pia Micoli**

##### **Arts and Letters - Brooklyn**

Explore the “Engineering is Elementary”<sup>®</sup> model of STEM instruction through a series of teacher workshops at the Museum of Science in Boston and, afterward, connect this learning with hands-on experiences in traditional boat building in Maine, Denmark and Norway to develop a fourth grade engineering unit on boat design.

### MIDDLE SCHOOLS

#### **Jeanne-Marie Castiello**

##### **Scarsdale Middle School - Scarsdale**

Research the Roman Empire from the United Kingdom to Italy, looking specifically at how mathematics influenced its development and expansion, to create a geography unit that incorporates history, modern mapping devices and GPS.

#### **Kristen Loesch**

##### **Central Queens Academy Charter School - Elmhurst**

Investigate the impacts of biculturalism and poverty on literacy and second language acquisition by researching literacy programs and indigenous cultures in South America in order to develop culturally responsive and relevant curriculum to engage our English Language Learners (ELLs) and Students with Interrupted Formal Education (SIFEs) in New York City to promote learning and literacy development.

**Jeannette Sanderson**

**Port Chester Middle School - Rye Brook**

Participate in a cultural immersion program in Costa Rica to learn Spanish, volunteer in a local school and improve understanding of Latin American culture to build relationships with students and their families, many of whom are native Spanish speakers from this region.

**Maya Vadas**

**Manhattan Academy of Technology - New York**

Explore Indonesia's tectonic activity and volcanic landscape and, afterward, conduct school visits and attend an educational research conference in Malaysia, to create a unit that connects Earth Science with statistics and proportionality.

**Jean Ramos, T. Temple**

**Port Chester Middle School - Port Chester**

Examine multiple aspects of Cuba's history and art to broaden students' awareness and expand current repertoire of cultures explored within language classes serving a diverse population of Latino/Hispanic students.

**David Paquette**

**Scarsdale Middle School - Scarsdale**

Research the Roman Empire from the United Kingdom to Italy, looking specifically at how mathematics influenced its development and expansion, to create a geography unit that incorporates history, modern mapping devices and GPS.

**Abbie Sewall**

**Metropolitan Expeditionary Learning School - New York**

Research archeological sites in the United Kingdom representing different periods of pre-history, evaluating how communities changed with the development of tools and technology, to support students in evaluating community in the modern era.

**Laura Young**

**Bronx Studio School for Writers and Artists - Bronx**

Attend language immersion classes while also volunteering with youths in Oaxaca, Mexico, to develop fluency, promote cultural understanding and integrate authentic Mesoamerican cultural materials into an multicultural curriculum promoting student engagement in the interaction of language and culture.

## HIGH SCHOOLS

### **Lori Zalanowski**

#### **Discovery High School - Bronx**

Research innovative ways that Iceland harnesses geothermal resources for sustainable and renewable energy to create interdisciplinary curricula on the biogeochemistry of geothermal energy, for chemistry, Earth science and AP environmental science students.

### **Nancy Martin**

#### **Claremont International High School - Bronx**

Investigate the impacts of biculturalism and poverty on literacy and second language acquisition by researching literacy programs and indigenous cultures in South America in order to develop culturally responsive and relevant curriculum to engage our English Language Learners (ELLs) and Students with Interrupted Formal Education (SIFEs) in New York City to promote learning and literacy development.

### **Nora Collins**

#### **PACE High School - New York**

Explore significant cultural sites from the Ottoman Empire and Ancient Greece to create photo and video documentation of the sites that engage students in the question of how empires led to cultural diffusion across the Aegean Sea.

### **Jen Murck**

#### **Bronx International High School - Bronx**

Explore significant cultural sites from the Ottoman Empire and Ancient Greece to create photo and video documentation of the sites that engage students in the question of how empires led to cultural diffusion across the Aegean Sea.

### **Amanda Marchetti**

#### **Bronx Guild High School - New York**

Research the major battlefields, museums, cemeteries, and historic WWI sites to create a unit that deepens student understanding about both the horrors and legacy of the Great War.

### **Aisling Roche**

#### **Academy of Urban Planning - Brooklyn**

Explore graffiti and other forms of street art in Chile and Argentina to use art as an portal into socio-political study for Model United Nations investigation and student documentary production.

### **Michael Ernest**

#### **Fort Hamilton High School - Brooklyn**

Explore and document the archeological and architectural remains of the Magna Graecia (900 BCE), Medieval (1000 CE) and Renaissance periods (1500 CE) through a case study of Catania Sicily and lesser studied towns and villages of Southern Calabria Italy to develop student comprehension of cultural diffusion and how culture spreads over time and space, changing the region in which it occurs.

### **Lorraine Prout**

#### **Archimedes Academy for Science Math and Technology Applications - Bronx**

Participate in the SUISS Creative Writing Summer Program at the University of Edinburgh and also attend lectures on British and Irish literature to design a creative writing project intended to give students a deeper insight into literary analysis of world literature.

### **Anne Cortisoz**

#### **Explorations Academy - Bronx**

Attend the 2015 International Conference on Inclusion and Special Education in Zurich and, afterward, research the Swiss Vocational Education and Training (VET) system to further develop meaningful post-secondary transition plans for students with disabilities in the South Bronx.

### **Stacey Cervellino**

#### **Fiorello H. LaGuardia - New York**

Research ancient Greek Theater, participate in an Advanced Action Theater Workshop and meet with The National Theatre of Greece in Athens to learn advanced methods of physical theater training for Theater History students.

### **Tricia Davis**

#### **Tapestry Charter High School - Buffalo**

Examine the rhetoric of monuments in Berlin, Germany's recent communist past to create a case study for a senior government and economics expedition that compares communist citizenship values with those of the U.S. as revealed in the rhetoric of national monuments.

### **Mimi Prabhu**

#### **Stuyvesant High School - Manhattan**

Join data collection on the lionfish in Curacao and, afterward, hike in the Amazon River basin to introduce biodiversity content through a specific lens that allows students to put new vocabulary and processes into real life scenarios.

### **Doug Shuman**

#### **Brooklyn Technical High School - Brooklyn**

Research in France and Central Europe the experiences of Rene Descartes in military engineering and intelligence at the onset of the Thirty Years War to develop lessons stimulating students' engagement in mathematics by focusing on the intellectual development of one of its greatest thinkers.

### **Eleanor Vierling**

#### **High School of Telecommunication Arts and Technology - Brooklyn**

Enroll in the Introduction to Infectious Disease Modeling and Its Applications course at the London School of Hygiene and Tropical Medicine and, afterward, interview scientists using statistics at NIH, Partners in Health and Yale School of Public Health to deepen understanding of statistics in the context of public health and epidemiology to help students make genuine connections between statistics and probability.

### **Danielle Neubauer**

#### **New Explorations into Science Technology and Math High School - Manhattan**

Investigate in European Green cities the science, engineering and social awareness involved in urban sustainability and alternative energy sources to include engaging technical and global perspectives in current energy curricula.

### **Arend Thorp**

#### **Beacon High School - Manhattan**

Participate in two workshops ("Creating Art from Data" and "Code and Digital Fabrication") at The Anderson Ranch in Snowmass, CO, to incorporate skills utilizing software and electronic components into technology and computer programming curricula.

### **Katie Seltzer, Eric Berge**

#### **Cristo Rey New York High School - New York**

Analyze the practice of ahimsa, or nonviolence, in the Indian religious traditions of Jainism, Hinduism, and Buddhism through attending an institute on peace education in New Delhi and Pune to incorporate ahimsa into current teaching methods and religion/ethics curricula.

### **Elizabeth Hoelperl**

#### **Churchville-Chili Senior High School - Churchville**

Study the historical implications of the acquisition of Hawaii, as well as the strategic role of Pearl Harbor in WWII, to instill in high school students an appreciation of the unique circumstances that bind the 50 separate United States.



**Lucy Robins**

**Discovery High School - Bronx**

Research innovative ways that Iceland harnesses geothermal resources for sustainable and renewable energy to create interdisciplinary curricula on the biogeochemistry of geothermal energy, for chemistry, Earth science and AP environmental science students.

**Sara Boeck**

**Expeditionary Learning School for Community Leaders - Brooklyn**

Research in Mexico past and present resistance movements to use these as a model for student writing and meaningful resistance to injustice in local communities.

**Katelin Corbett**

**New Explorations into Science Technology and Math High School - Manhattan**

Investigate in European Green cities the science, engineering and social awareness involved in urban sustainability and alternative energy sources to include engaging technical and global perspectives in current energy curricula.

**Tamra Plotnick**

**James Baldwin School - New York**

Observe in Sweden and Switzerland cultural norms and practices surrounding social acceptance and anti-racism programs to support students' socio-emotional skills, work towards bias and prejudice reduction and elimination, and promote self-awareness and cultural understanding.

**Corey Beder**

**Bronx Compass High School - Bronx**

Investigate the causes, escalation and impacts of American intervention in Vietnam and Cambodia to design an American History unit that examines multiple perspectives on post-colonial societies and provides a framework for understanding how key historical issues inform America's role in the world today.

**Linda Ventura**

**Port Chester High School - Port Chester**

Study performing and teaching musical improvisation with world-renowned jazz pianist/instructor Mr. Billy Lester to learn strategies for teaching creative musical improvisation, instrumental and vocal.

### **Veronica Quinn**

#### **KAPPA International High School - Bronx**

Explore the context and performance of traditional puppetry and dance in Thailand and Myanmar to create an experiential unit that enhances International Baccalaureate Theatre Arts students' independent research skills, builds interest in world cultures and develops theatre performance skills.

### **Renee Dryg**

#### **Voyages Preparatory - Elmhurst**

Investigate the impact of Bhutan's Four Pillars of Gross National Happiness upon young people, education, culture and community to translate these practices into an accessible format for implementation by inner-city students and the entire school community through Advisory curriculum and creative projects.

### **Reuben Sinha**

#### **The Heritage School - New York**

Investigate education practices for traditional and contemporary Japanese art by collecting oral narratives and visuals from students, teachers and artists across Japan to share these philosophies, techniques and art forms through a more informed curriculum on Japanese Art, Ceramics & Wabi Sabi.

### **Robert Nelson**

#### **Fort Hamilton High School - Brooklyn**

Plan, implement and assess a web-based comparative fish tagging and tracking program in the Gulf of Mexico and the Northeast Atlantic to support students' study of marine biology, environmental science and earth science and promote sustainable recreational fishing practices.

### **Kendra Din**

#### **Young Women's Leadership School -Harlem - Manhattan**

Observe many works of esteemed architect and urban planner Le Corbusier in France to engage students mathematically with his work as it relates to their surroundings, including their relationship with his Towers in the Park proposals and their living situations in public housing.

### **Kristen Rush**

#### **High School for Public Service - Brooklyn**

Embark on a study tour of ancient Greek performance, including exploration of key locations in Sophocles' play Antigone to gain experience in theater production, build knowledge of historical context and create a set of visual materials to design a unit for multidisciplinary inquiry through the English, Global History and arts classes.

**Katherine Mahoney**

**International High School at Prospect Heights - Brooklyn**

Participate in a language immersion program at the Spanish Institute in Puebla, Mexico, while also researching the work of Diego Rivera and Frida Kahlo in nearby Mexico City, to communicate more effectively with students and their parents and create a literacy-based unit on the cultural traditions and promotion of social ideas through art.

**Vicki Schroeder**

**Tapestry Charter School (K-12) - Buffalo**

Participate in a Mindfulness in Education Teacher Training conference at the Omega Institute in Rhinebeck, NY, to introduce the practice as a school-wide initiative for students and staff.

**Melissa Jacobs**

**Millennium High School - New York**

Research how African literature is presented in Tanzania's secondary schools and a South African university, returning with seminal texts, increased knowledge of key African works and an understanding of how these texts are presented to students.

**Jason DiMaio, Boris Zaretsky**

**Fort Hamilton High School - Brooklyn**

Investigate the culture, religion, history and customs of Mongolian nomads by living with local families throughout Mongolia to engage students in a Global History unit based on primary sources, interviews, photographs and videos collected during the expedition.

**Michael Smith**

**Allegany Limestone High School - Allegany**

Take courses in mask making and European woodcarving at the Geisler-Moroden Austrian Woodcarving School in Lechtal, Austria, to confidently teach the practice of creating personal wooden masks as a medium to stimulate student discussions about their personal connectedness to past world cultures and religious beliefs.

**Gilbert Papagayo**

**Stuyvesant High School - Manhattan**

Research New Zealand's efforts supporting the critically-endangered kakapo parrot to create biology and chemistry case studies and inspire/educate students about the field of conservation biology.

**Sarah Harrington**

**The Academy of Urban Planning - Brooklyn**

Interview students, families and teachers in the Dominican Republic and participate in a summer program for at-risk youth to improve Spanish through immersion and formal instruction and implement more culturally-responsive teaching for a predominantly-Dominican ESL student population.

**Persephone DaCosta**

**Khalil Gibran International Academy - Brooklyn**

Explore traditional dances, songs and drumming in villages along the Ivory Coast and the Ecole de Dance et d'Echange Culture in Abijan to incorporate traditional and contemporary West African dance as a PE/Dance elective and benefit the after-school dance community performance troupe.

**Nina Gribetz**

**Washington Heights Expeditionary Learning School - New York**

Participate in a Spanish immersion program for educators in Costa Rica to build stronger relationships with students' parents and increase family involvement at school.

**Diana Chen**

**Manhattan Academy of Technology - New York**

Explore Indonesia's tectonic activity and volcanic landscape and, afterward, conduct school visits and attend an educational research conference in Malaysia, to create a unit that connects Earth Science with statistics and proportionality.

*OTHER SCHOOLS*

**John Russell**

**Columbia Secondary School - Manhattan**

Explore the confluence of the North American and Eurasian Plates through professionally-developed and college-guided fieldwork in Iceland to incorporate findings into Plate Tectonics units for 8th-12th grade Earth Science students.

**Leah Hirsch, Andrea Henkel**

**Quest to Learn School - New York**

Research clean energy resources and sustainable practices in Iceland, a forerunner in the clean energy movement, to support the development of a service learning project focused on environmental

advocacy and sustainable design.

**Ilyana Contreras, Wendy Barrales, Phillan Greaves**

**UA Institute of Math and Science for Young Women - Brooklyn**

Develop in Malawi a school partnership with a female empowerment non-profit to share best practices for how to give all female students the strength, confidence and communication skills that they need to be successful.

**Jessica Mascle, Molly Rosinski**

**Tapestry Charter School (K-12) - Buffalo**

Participate in a Mindfulness in Education Teacher Training conference at the Omega Institute in Rhinebeck, NY, to introduce the practice as a school-wide initiative for students and staff.

**Townsend West**

**Brooklyn Secondary School for Collaborative Studies - Brooklyn**

Conduct interviews and hands-on research on the Quipu and the Yupana in La Paz, Bolivia, to help students incorporate these powerful mathematical tools to facilitate deeper learning.

**OHIO**

**Cathy Frastaci**

**Edon High School - Edon**

Participate in an intensive study of traditional West African drumming, dancing, crafting and singing at the Dagbe Cultural Institute and Arts Center in Kopeyia, Ghana, gathering authentic and meaningful musical experiences that will guide students' development on an instrument they already love.

**Wendy Silvius**

**Indian Hill High School - Cincinnati**

Investigate the connection between the North American Free Trade Agreement and migration from Mexico to the United States by visiting small-scale corn producers in Chiapas adversely affected by the dumping of cheap U.S. corn into their market to help foster empathy in students towards Mexican emigrants.

**Amanda Hudnall**

**Streetsboro High School - Streetsboro**

Investigate the history, culture and ecology of Kenya and establish a collaboration with classrooms in Nairobi to create cross-cultural learning environments and opportunities for students on both

continents to develop global competency skills and cultural awareness.

## **OKLAHOMA**

### *ELEMENTARY SCHOOLS*

#### **Johnna Bridges, Staci Negus, Bridget Taylor**

##### **Nowata Elementary - Nowata**

Participate in the International Reading Association's annual literacy conference in St. Louis to continue learning how to transform lives through literary engagement.

#### **Scheryl Wood**

##### **Jefferson Elementary - Norman**

Participate in "Edible School Garden" training class in Scotland, then tour schools joining Jamie Oliver's Kitchen Garden Project across the United Kingdom, to learn strategies for utilizing a garden as the setting for cross-curricular lessons that inspire healthy nutrition.

#### **Alesa Murrow**

##### **Washington Elementary - Alva**

Participate in the Creative Workshop and a children's yoga course in Florence, Italy, to reinforce students' literacy skills, improve their physical fitness and implement a unit creating storytelling yoga books in PE classes.

#### **Ranetta Eidson**

##### **Catalayah Elementary - Claremore**

Participate in "Science in the Rockies" teacher training at outside Denver to learn creative teaching strategies with hands-on, inquiry-based science investigations that promote problem solving and critical thinking skills.

#### **Michelle Rahn**

##### **Westside Elementary - Claremore**

Participate in "Science in the Rockies" teacher training at outside Denver to learn creative teaching strategies with hands-on, inquiry based science investigations that promote problem solving and critical thinking skills.

#### **Diane Wood**

##### **Lincoln Elementary - Norman**

Participate in "Edible School Garden" training class in Scotland, then tour schools joining Jamie Oliver's

Kitchen Garden Project across the United Kingdom, to learn strategies for utilizing a garden as the setting for cross-curricular lessons that inspire healthy nutrition.

**Jennifer Lewis**

**Catalayah Elementary - Claremore**

Participate in the International Reading Association's annual literacy conference in St. Louis to continue learning how to transform lives through literary engagement.

**Karen Taylor**

**Anderson Elementary - Sand Springs**

Explore Washington, D.C., with Flat Stanley to give students a better understanding of the importance of our nation's Capital through a personal account of a fictitious character in a real setting.

**Teresa Potter**

**Fisher Elementary - Oklahoma City**

Explore Ireland's art, music, history, geology and utilization of wind farms to support a school-wide focus on STEAM learning and create hands-on activities for students that stimulate their desire to investigate.

**Kellie Miller**

**Lynn Wood Elementary - Broken Arrow**

Discover from park rangers, historians, curators and experts in Boston and Philadelphia the lesser-known stories surrounding the American Revolution to extend history beyond textbooks to make it fascinating for fifth graders.

**Julie Valsaint**

**Creekwood Elementary - Broken Arrow**

Explore two active volcanoes, seven ecological zones, rock formations and landscapes that serve as natural habitats for a variety of endangered species on the Big Island of Hawaii to gain field experience with geological concepts and model effective inquiry-based practices in the classroom.

**Bridget Hailey**

**Creekwood Elementary - Broken Arrow**

Explore two active volcanoes, seven ecological zones, rock formations and landscapes that serve as natural habitats for a variety of endangered species on the Big Island of Hawaii to gain field experience with geological concepts and model effective inquiry-based practices in the classroom.

**Susan Weaver**

**Highland Park Elementary - Stillwater**

Attend the Cedarsong Forest Kindergarten Teacher Training Program in Vashon Island, WA, to develop an environment-based curriculum that inspires creativity and curiosity while reducing stress and encouraging optimal development.

**Regina Mabray**

**Stuart Elementary - Stuart**

Research historical sites in America's oldest cities to document how early colonization and colonizers changed the course of history and develop strategies to enhance fifth grade social studies curriculum.

**Rhea Ann Williamson, Becky Messec**

**Whitebead Elementary - Pauls Valley**

Explore America's final frontier while learning methods of science inquiry aboard a Science at Sea expedition to enrich current science curriculum with lessons on Alaska's wildlife and grandeur.

**Tana Venturino**

**Northern Hills Elementary - Edmond**

Explore emerging STEAM integration via a road trip to the most innovative and creative Makerspaces, Fablabs and the largest 3-D printing company in the United States, stopping to attend Podstock and Create Make and Learn conferences along the way, to balance content and technology in G/T, World Languages and coding classes.

*MIDDLE SCHOOLS*

**Betty Bowen**

**Cushing Middle - Cushing**

Observe how artist-educators in Denmark introduce ceramic art production to students, then research the history of the art form in Denmark, Sweden and Germany to develop a new middle school ceramic arts program.

**Liz Swearingen**

**Owasso Sixth Grade Center - Owasso**

Attend the Teachers College Reading and Writing Summer Institute at Columbia University in New York City to equip a diverse population of students to become more engaged and proficient readers and writers.

**Beth Bryan**

**Sequoyah Middle - Edmond**



Explore emerging STEAM integration via a road trip to the most innovative and creative Makerspaces, Fablabs and the largest 3-D printing company in the United States, stopping to attend Podstock and Create Make and Learn conferences along the way, to balance content and technology in G/T, World Languages and coding classes.

**Chelsea Myers**

**Union 6<sup>th</sup>/7th Grade Center - Tulsa**

Attend the Irish Association of Teachers of Special Education Annual Conference in Dublin, then The Autism Show in Birmingham, England, to learn evidence-based practices and success stories that will harness a better foundation for student success.

**Blaire Harrison**

**Newcastle Middle - Newcastle**

Gather materials and information at key sites of the Holocaust and World War II in Eastern Europe to enhance a middle school Holocaust literature unit that exposes students to the horrors of war, inhumanity and racism.

**Rita Echelle**

**Stigler Middle - Stigler**

Research historical sites in America's oldest cities to document how early colonization and colonizers changed the course of history and develop strategies to enhance fifth grade social studies curriculum.

*HIGH SCHOOLS*

**Rita Hartwick**

**Enid High - Enid**

Investigate the Marshall Islands' culture, education, family life and traditions to create a cultural guide for use by staff and administrators with the fourth-largest population of Marshallese students in America.

**Amy Schepers, Stacy Adame, Rachael Graddy**

**Freshman Academy - Jenks**

Explore ecology of Hawaiian biomes to document components of a healthy ecosystem and introduce students to the field of conservation biology.

**Lori Shepherd, Cathy Shadid**

**Weatherford High - Weatherford**

Elevate culinary skills to professional levels by participating in culinary classes and exploring food

markets and businesses in Paris and the Loire Valley to enrich established Family and Consumer Sciences curriculum and prepare graduates for jobs in the food industry.

**Linda Pulliam, Amy Radtke, Dynah Pittard**

**Norman North High - Norman**

Observe in Kona and Hilo schools the Hawaiian Chemistry and Culture program as the model for a similar program connecting chemistry with personal/cultural connections and considering comparisons between Native Americans and Native Hawaiian folklore and ecology.

**Jess Stipes**

**Locust Grove High - Locust Grove**

Enroll in an intensive language/cultural immersion program with the University of Lorraine in Nancy, France, to develop personal fluency and prepare students from a monocultural and conservative community for a more culturally-diverse world.

**Meredith Deaton, Kate Remington**

**Booker T. Washington High - Tulsa**

Compare/contrast genocides and their memorialization in the United States, Germany and Rwanda by gathering primary sources, visual arts and literature from each culture, to demonstrate how prejudice develops and escalates and encourage them to become strong voices of dissent.

**Cindy Gharibvand**

**Booker T Washington High - Tulsa**

Deliver a student-designed/produced sustainable fish food formula and harvesting system to an aquaponics center in Kenya in preparation for a 2016 trip of Environmental Science students to build a facility that will house all aspects of a sustainable food source for an orphanage.

**Penny Oss**

**McAlester High - McAlester**

Research ballads, traditional folk music and lyrical ballads at libraries, universities, museums and storytelling/folk music venues across the United Kingdom to document the immense cultural influence these art forms have upon music and literature in America.

**Donna Gradel**

**Broken Arrow High - Broken Arrow**

Deliver a student-designed/produced sustainable fish food formula and harvesting system to an aquaponics center in Kenya in preparation for a 2016 trip of Environmental Science students to build a facility that will house all aspects of a sustainable food source for an orphanage.

*OTHER SCHOOLS*

**Sheila McMurry**

**Meridian Technology Center - Stillwater**

Attend the Independent Student Media Summer Film Workshop in Burbank, CA, to create a video production curriculum that prepares students for careers in multimedia fields.

**Jessica Hendrick**

**Tulsa Technology Center-Broken Arrow Campus - Broken Arrow**

Investigate Germany's successful dual-training vocational system in Munich, Germany, to inform school-wide strategies for advancing career and technical education services.

## **PENNSYLVANIA**

**Andy Bachman**

**Pottstown High School - Pottstown**

Participate in manufacturer-led training for Solidworks (a computer aided design and 3D modeling software) in Lancaster, PA, and the Amatrol Technical Training Institute in Jeffersonville, IN, on the use of industry grade learning systems in electrical, mechanical, fluid power and manufacturing processes to develop a project-based curriculum developing content area specialists in solving engineering design challenges.

**Pam Ulicny**

**Tri-Valley Jr/Sr High School - Hegins**

To educate and serve the youth of Educo Africa (an NPO in Cape Town, South Africa) as they launch a customized educational/vocational program in photovoltaic energy. Impoverished youth will create and install 10 watt household PV modules meant to provide electricity to those in energy poverty.

## **TENNESSEE**

### *ELEMENTARY SCHOOLS*

**Julie Thomas, Lauren Fisher, Cindy Connor, Laura Ellis, Sharon DeVaney**

**Apison Elementary - Apison**

Experience the culture, language and teaching practice of a Guatemalan partner school to develop tools that facilitate student empathy and improve student collaboration with students comprising the school's global community.

### *HIGH SCHOOLS*

**Lisa Eulo**

**Walker Valley High School –Cleveland**

Conduct a site visit with a partner school in Burghausen, Germany, to collect research that prepares students for future exchange visits promoting global citizenry and collaboration.

**Carol Dale**

**Cleveland High Schools –Cleveland**

Conduct a site visit with a partner school in Burghausen, Germany, to collect research that prepares students for future exchange visits promoting global citizenry and collaboration.

**Stacy Hill**

**STEM School Chattanooga - Chattanooga**

Analyze the educational systems of Nepal, India, Singapore and China to discover new ideas and teaching methods for socially, economically and culturally diverse student populations.

**James Carpenter**

**Ooltewah High - Ooltewah**

Join an educator's tour of London, Paris and Rome to gain exposure to the cultures and places of Europe and better inform AP History students to the art, architecture and historical events that shaped our past.

**Jim David, Greg Kubisak**

**STEM School Chattanooga - Chattanooga**

Delve into China's STEM fields with a focus on a FabLab in Shanghai, the 2015 RoboCup in Hefei, an animation studio in Beijing, and historical engineering feats like the Great Wall of China and modern bullet trains to inform STEM education classes and broaden student awareness of STEM achievements.

**Susan Morrison**

**East Hamilton Middle/High - Chattanooga**

Interview Vietnamese citizens, both veterans of the "American War" and members of the younger generation, to provide students with perspectives of the past and unique needs of a developing country grappling with poverty, totalitarian rule and hopes of upward mobility.

**Athena Davis**

**Cleveland High School - Cleveland**

Participate in Yad Vashem's International School for Holocaust Studies' three-week seminar on Teaching the Shoah and Antisemitism to increase personal knowledge of the Holocaust and personalize the study of the topic for Holocaust Literature students.

**Stacey Wielfaert**

**Walker Valley High School - Cleveland**

Retrace Hemingway's experiences in France and Spain, then enroll in a Paris-based workshop for high school writing teachers, to demonstrate for students the connections between environment, historical moment and the act of writing during one of the most productive periods in American literary history.

*MIDDLE SCHOOLS*

**Kelli Solock, Ty Campbell**

**Ooltewah Middle School - Ooltewah**

Explore Alaska's coastal wilderness and inland cultures to gain knowledge about local environmental concerns and create research materials that inform students' nonfiction texts and informational writing pieces.

**Tracy Renfro, Michele Collins**

**Soddy Daisy Middle - Soddy Daisy**

Explore ancient artifacts and artistic techniques across Greece and Italy to connect World History with creative opportunities in the arts and enhance project-based instruction.

**Anthony Henderson**

**Soddy Daisy Middle - Soddy Daisy**

Participate in the Joe Mooney Summer School of traditional Irish music, song and dance in Drumshanbo, Ireland, then observe Dublin's Fleadh Cheoil na Mumhan Irish music and dance competition and the National Museum of Ireland to demonstrate connections between Irish and American music and culture.

**Emeri Gordon**

**Hixson Middle - Hixson**

Conduct field research at ancient and modern structures in Athens and Rome to facilitate students' synthesis of how ancient cultures, geography and technologies affect the present and future.

**Monica Gordon**

**Brown Middle - Harrison**

Conduct field research at ancient and modern structures in Athens and Rome to facilitate students' synthesis of how ancient cultures, geography and technologies affect the present and future.

*OTHER SCHOOLS*

### **Kristin Burrus**

#### **Chattanooga School for Arts & Sciences 6-12 - Chattanooga**

Explore the geology, engineering and architecture associated with San Francisco's "safe buildings" to develop a cross-curricular, multi-grade student exhibit involving students in middle school science, high school geometry and the ACE Mentor Program.

### **Kirsten Legac, Julie Smith**

#### **East Hamilton Middle/High - Chattanooga**

Interview Vietnamese citizens, both veterans of the "American War" and members of the younger generation, to provide students with perspectives of the past and unique needs of a developing country grappling with poverty, totalitarian rule and hopes of upward mobility.

### **Janie Fossett**

#### **Chattanooga School for Arts & Sciences 6-12 - Chattanooga**

Explore the geology, engineering and architecture associated with San Francisco's "safe buildings" to develop a cross-curricular, multi-grade student exhibit involving students in middle school science, high school geometry and the ACE Mentor Program.

### **Magge Hudgins**

#### **Center for Creative Arts - Chattanooga**

Experience London's theatre scene by attending shows in the West End and the Globe Theatre, then participating in an actor training workshop led by internationally-renown Keith Johnstone to enhance classes for students in all arts disciplines.

## **TEXAS**

### *ELEMENTARY SCHOOLS*

### **Marie Krueger-Miller**

#### **TRAVIS EL - Houston**

Retrace Machain and Delambre's revolutionary expedition across France and Catalonia to recount the genesis of the metric system using trigonometry, astronomy, primary-source materials and records from the 18th century survey.

### **Kirsten Carlson**

#### **Boone EL - Houston**

Participate in multiple museum-offered art classes for children while exploring art and architecture in

Europe to incorporate learning into STEM curriculum that increases student perception of self as a scientist, mathematician and engineer.

**Barb Marten**

**Memorial Parkway Elementary - Katy**

Investigate in the northeastern United States and Canada major geological forces that shape the planet's surface to infuse first-hand knowledge into a new Geological Forces unit for gifted students.

**Carmen Kaemingk**

**Hicks EL - Houston**

Participate in multiple museum-offered art classes for children while exploring art and architecture in Europe to incorporate learning into STEM curriculum that increases student perception of self as a scientist, mathematician and engineer.

**Nancy Hess**

**Michael Griffin Elementary - Katy**

Investigate in the northeastern United States and Canada major geological forces that shape the planet's surface to infuse first-hand knowledge into a new Geological Forces unit for gifted students.

**Michelle Konecny, Cassie Ayala**

**Odessa Kilpatrick EL - Katy**

Experience the inspiration for Jacob and Wilhelm Grimm's stories by traveling the Fairy Tale Road in Germany to compare how their perspectives continue to influence modern-day versions of the same literature with second graders.

**Roxane Roach**

**Stanley Elementary - Katy**

Investigate in the northeastern United States and Canada major geological forces that shape the planet's surface to infuse first-hand knowledge into a new Geological Forces unit for gifted students.

**Destiny Parker, Brooke Wilson**

**Walter Moses Burton EL - Fresno**

Follow the North Star from Detroit to Canada, chronicle slaves' freedom journey (researching at significant monuments and landmarks along the way) to facilitate authentic, interactive Social Studies and Language Arts experiences.

**Bradley Quentin**

**Sinclair Elementary - Houston**

Join an archaeological dig at an excavation site in York, England, to develop a year-long, cross-curricular project incorporating research, hands-on exploration and multimedia presentations.

**Tara Shetler**

**Gardens EL - Pasadena**

Attend The Autism Show in London, an international conference and, afterward, volunteer at a local non-profit impacting those on the autism spectrum, to empower professionals, parents and the younger generation living with autism in the school community.

**Tawanna Cheri**

**Quail Valley EL - Missouri City**

Follow the North Star from Detroit to Canada, chronicle slaves' freedom journey (researching at significant monuments and landmarks along the way) to facilitate authentic, interactive Social Studies and Language Arts experiences.

**Carla Trussell, Breanna Barnes, Kelly McCarty**

**Deleon Elementary - DeLeon**

Research the history of the Vikings in Iceland and Denmark to increase student interest in these people and their little-known episode of exploration and discovery of America.

**Kimberly Boyce-Quentin**

**Piney Point Elementary - Houston**

Join an archaeological dig at an excavation site in York, England, to develop a year-long, cross-curricular project incorporating research, hands-on exploration and multimedia presentations.

**Kate Henninger**

**Morton Ranch EL - Katy**

Explore yoga, mindfulness and positive psychology at Kripalu in Stockbridge, MA, and afterward at the Omega Institute in Rhinebeck, NY, to incorporate practices into daily instruction and foster the healthiest possible environment in which students can learn and grow.

**Laura Wilbanks**

**Whiteface EL- Whiteface**

Collaborate with experts in Austin, Portland and Vancouver leading the movement to redesign school landscapes to development a school space for outdoor adventure and facilitate experiential learning in a natural setting.



**Stacy Slater, Becca White**

**Ursula Stephens EI - Katy**

Research the sustainable food movement in Italy by exploring organic gardens, specifically the first Zero-Waste town of Capannori, to influence organic gardening projects within the school community and influence students' healthy food choices.

**Bill Ovalles**

**H M Carroll EI - Houston**

Research uses of technology for second language acquisition at the 2015 Future of Education Conference to determine effective strategies for integrating technology into the teaching practice.

**Margo Lewallen, Sandra Wall, Angela Mendoza, Kelly Scott**

**Margaret S Mcwhirter EL - Webster**

Participate in the Teacher's College Writing Institute at Columbia University in New York City to enhance instruction that supports all students and their diverse needs.

#### *MIDDLE SCHOOLS*

**Melissa Cohen-Nickels**

**First Colony Middle - Sugar Land**

Meet with representatives of the education, political and economic sectors of Ethiopia to assess the current climate and create an interactive spotlight curriculum on religious, historical and geographic sites.

**Jennifer Agbu**

**Rodeo Palms J H - Manvel**

Participate in the Broadway Teachers Workshop in New York City to receive dance, choral and acting instruction from professionals actively involved in the business to expose students to new genres and inspire their passion for the arts.

**Kathleen Rios**

**Henry Middle - Houston**

Learn historic and cultural influences and techniques of Mayan backstrap weaving to design thought-provoking visual projects for the classroom and reinforce cross-curricular learning.

**Erica Robinson**

**Spring Oaks Middle - Houston**

Explore through a historical lens the impact of WWII on California and Hawaii to create a more engaging

classroom in which students can better comprehend the effects of Pearl Harbor and Japanese Internment Camps.

**Alex Perdue**

**Space Center Intermediate - Houston**

Develop language skills in Oaxaca, Mexico, to deepen empathy of/impact with second-language learners and strengthen relationships with students and their families.

*HIGH SCHOOLS*

**Derek Janke**

**Hastings High School - Houston**

Explore how WWII is taught in Europe by researching historic sites in Germany, Poland, Switzerland, Russia and England to teach inner-city students a comprehensive unit of the war in a less Amero-centric way.

**Kaki Spronz**

**Billy Ryan High School - Denton**

Enroll in advanced language courses at the Academia Buenos Aires, to enhance fluency, collaborate and learn with other Spanish teachers from around the globe and experience Argentine culture to increase student interest cultures of Spanish-speaking countries.

**Kyle Dawson**

**Whiteface H S - Whiteface**

Explore and research the complex history and diverse cultures of four countries formerly comprising Yugoslavia to create a multicultural unit designed to increase student understanding of tolerance, empathy, co-existence and reconciliation.

**Abby Janke**

**Elsik High School - Houston**

Explore how WWII is taught in Europe by researching historic sites in Germany, Poland, Switzerland, Russia and England to teach inner-city students a comprehensive unit of the war in a less Amero-centric way.

**Amanda Dennard**

**Atascocita HS - Humble**

Explore sustainable business practices in Brazil and Argentina to learn how emerging markets balance

increased productivity and economic growth with social/environmental sustainability efforts to develop a global business unit for students interested in social action.

**Angela Apte**

**High School for Performing and Visual Arts - Houston**

Explore storytelling projects within schools and cities throughout the United Kingdom to increase student use of the art as a vehicle for personal and social change and to train students as story coaches for others in their communities.

**Anne Morris**

**Duchesne Academy of the Sacred Heart - Houston**

Study how influences of the Jewish and Moorish communities in southern Spain continue to shape the music and culture of contemporary Gypsy and Catalonian communities to inform interfaith dialogue in Church History, World Religion and Peacemaking classes.

**Dora Ortega**

**Taylor H S - Houston**

Conduct a survey of the history and contemporary life of South American cities to help students compare/contrast modern Spanish-speaking communities with their own.

**Matt Olsen**

**Bellaire H S - Bellaire**

Document the settings of Tim O'Brien's Vietnam War memoir "The Things They Carried" while researching related locations to implement a research project and literature study with English 3 students.

**Morgan Krueger-Miller**

**Houston Academy For International Studies - Houston**

Retrace Machain and Delambre's revolutionary expedition across France and Catalonia to recount the genesis of the metric system using trigonometry, astronomy, primary-source materials and records from the 18th century survey.

**Lora Clay**

**Spring Woods H S - Houston**

Explore through a historical lens the impact of WWII on California and Hawaii to create a more engaging classroom in which students can better comprehend the effects of Pearl Harbor and Japanese Internment Camps.

## *OTHER SCHOOLS*

### **Wayne Cherry**

#### **First Baptist Academy Houston - Houston**

Participate in the Robotics Academy at Carnegie Mellon University to establish a cutting-edge robotics program and expand STEM programming for gifted and talented students.

### **Cory Cason**

#### **Fort Davis Junior/Senior High School - Fort Davis**

Attend workshops at Stanford's Digital Media Academy and Colorado's Anderson Ranch Art Center to learn the art of documentary filmmaking and photography to engage and inspire rural school students in expressing their creativity through documentary storytelling.

### **Genevieve Saulter**

#### **Harmony Science Academy - Austin**

Participate in the Geological Society of America's field experience for educators in Iceland to incorporate geology and EarthCaching into a unit that inspires inquiry and real-world problem-based learning using technology.

### **Gwen Cole**

#### **Pomeroy El - Pasadena**

Attend The Autism Show in London, an international conference and, afterward, volunteer at a local non-profit impacting those on the autism spectrum, to empower professionals, parents and the younger generation living with autism in the school community.

## **VIRGINIA**

### **Nicol DeCarli**

#### **Hollin Meadows Elementary School - Alexandria**

Enroll in intensive language classes while living with a host family in Colombia to better communicate with elementary and adult ESL students and enhance understanding of students' cultural backgrounds.

### **Cheryl Thompson**

#### **James H. Blackwell Primary School - Virginia**

Attend the Early Math Summer Institute at Erikson Institute in Chicago to learn strategies for presenting mathematical thinking at appropriate developmental levels to Pre-K and kindergarten students.

**Kathryn Ford, Amber Loyacano**

**Waynesboro High School – Waynesboro**

Explore in Italy, France, England and Denmark the historical and cultural influences on Shakespeare's plays to increase student understanding of how these elements connect history and literature.

## VERMONT

**Amy Clapp**

**Salisbury Community School - Salisbury**

Improve bird identification skills in Costa Rica to develop a study of birds as a common thread unifying the science curriculum across K-6 and facilitate students' life-long hobby that encourages an appreciation of the natural world.

## WASHINGTON

**Branda Anderson**

**Kamiak High School - Mukilteo**

Participate in a cultural and historical survey of Warsaw and Krakow alongside educators and Holocaust scholars to gain a better understanding of pre-WWII Jewish culture in Poland and increase student knowledge of the topic within the framework of a newly-developed Holocaust and Genocide Studies course.

**Shane Heideman, Tim Durnell**

**Kettle Falls 5-12 - Kettle Falls**

Investigate plate tectonics, hot spot volcanism and the geologic features and hazards associated with living on an active volcano in Hawaii to model inquiry investigations and more effectively communicate geologic concepts to students.

**Lizza Vachon**

**Bright Water School - Seattle**

Participate in one-week teacher-training training on "Neuropsychology of Learning Disabilities: Developing Interventions to Help Struggling Students" in Wellfleet, MA, to further understanding of learning differences and develop strategies that support K-8 students struggling with math and

language proficiency.

## WASHINGTON, D.C.

### *ELEMENTARY SCHOOLS*

#### **Benjamin Frey**

##### **Elsie Whitlow Stokes Community Freedom Public Charter School**

Work alongside Maasai teachers at an English language school serving rural students in Northern Tanzania to observe rural-to-urban migration patterns of traditional pastoral populations and relate the plight of relocation to fourth graders.

#### **Brian Garfield**

##### **Hearst Elementary School**

Complete a two-week intensive Arabic language course at the Qalam wa Lawh Center in Rabat, Morocco, and afterward meet with education experts in Dubai, to acquire strategies for teaching culturally-diverse student populations while improving understanding of Arabic-speaking students.

#### **Ruben Schurman, Susan Maggs**

##### **Brightwood EC**

Study the unique Brazilian martial art form of Capoeira to create an after-school program promoting physical activity, self-confidence and music skills.

#### **Erin Thesing**

##### **Capital City Public Charter School**

Research the ways Maasai children meet their needs in Kenyan and Tanzanian schools and villages to strengthen a project-based learning unit that provides students a more holistic perspective on Maasai culture through nuanced narratives.

### *MIDDLE SCHOOLS*

#### **Michael Martini**

##### **Alice Deal Middle School**

Investigate across Western Europe how organizations (the European Union, NATO, UNESCO, International Red Cross, International Olympic Committee, UN High Commissioner for Refugees and the UN Palace of Nations) promote a more hopeful future to inspire students to think globally, while acting locally.

### **Emily Culp**

#### **Alice Deal Middle School**

Participate in the University of Rhode Island's Summer Institute in Digital Literacy to learn strategies for teaching technology and critical thinking concurrently and create a media literacy unit for 450 urban sixth graders.

HIGH SCHOOLS

### **Vikas Behl**

#### **Roosevelt Senior High School**

Participate in a five-week program on Middle Eastern historiography and conflict resolution with two leading scholars at the Hebrew University of Jerusalem to develop a robust, multi-dimensional unit on contemporary approaches to issues and trends characterizing the region and to analyze the means by which societies have attempted to resolve long-standing grievances with one another.

### **Victoria Merriweather**

#### **Paul International High School**

Participate in a training workshop at the Kokrobitey Institute's Reusable Bag Project in Accra, Ghana, to establish a social entrepreneurship program that guides student design of products using sustainable materials and generates revenue for the school and surrounding community.

OTHER SCHOOLS

### **Monica Shah**

#### **Brightwood Education Campus**

Participate in a peace education and nonviolence immersion program in India and interview Argentinian producing nonviolent resistance music to teach youth about the role of music in social movements.

### **Heidi Batchelder**

#### **Capital City Public Charter School**

Participate in the Strategies for Trauma Awareness and Resilience training in Washington, DC and the Restorative Responses to Adversity & Trauma workshop in Bethlehem, PA, to cultivate a trauma- and resilience-informed reading intervention practice.

### **Emily Gordon, Melanie Willett**

#### **Briya Public Charter School**

Volunteer at Fundacion Tiempo Feliz, an early childhood center in Barranquilla, Colombia, to learn about their implementation of the Reggio Emilia approach and nutrition education and implement these practices with Pre-K students and their families.

## WISCONSIN

### *ELEMENTARY SCHOOLS*

**Carrie Swanson, Becky Plank, Alyssa Appleton, Melissa Weeks, Ashley Taylor, Melissa Lund, Lindsay Freye, Ken Penfield, Meg Quella**

**Heritage Elementary School - Waunakee**

Participate in the Professional Learning Community Institute in Lincolnshire, IL, to learn strategies for shifting the school culture from cooperation to collaboration and increasing the school staff's ability to assess and improve instruction.

**Katie Kieffer, Jennica Westfahl, Marney Schossow**

**Parkway Elementary School - Glendale**

Attend the Teachers College Summer Reading Institute at Columbia University to learn from prominent literacy experts and children's book authors and implement strategies that help all students succeed as readers.

**Courtney Willert**

**Washington Elementary School - Oshkosh**

Attend Conscious Discipline training in Orlando, FL, focusing on an understanding of the development of social skills and character building, to improve classroom management and students' daily life.

Elementary

**Robin Booth**

**Jefferson Elementary School - Janesville**

Explore and document native forest biomes of the Pacific coastal region of the United States to more effectively tap into students' senses and inner-curiosities about forest ecosystems and the natural world.

**Patty Behan**

**Trempealeau Elementary School - Trempealeau**

Investigate the plight of Rosa Katz, a Polish national who immigrated to Wisconsin after surviving Auschwitz, by visiting related sites in Europe, including her home town of Lodz, Auschwitz and Berlin to inform a fourth grade state standard curriculum regarding the rationale of push and pull immigration.

**Caleb Feidt, Maria Biebel, Katherine Hess, Debbie Rosera, Allison Sherman**

**Coolidge Elementary School - Neenah**

Explore teaching methodologies associated with inquiry based learning, specifically project based learning, to inspire students' active participation in their learning and their communities.



**Jenna Harer, Jennifer Raymond, Sarah Ozurumba**

**Academia de Lenguaje y Bellas Artes - Milwaukee**

Explore the history and culture of the indigenous Taino group in Puerto Rico and the Dominican Republic to create culturally-relevant learning experiences that better represent Latino arts/culture in a bilingual charter school.

**Caroline Anderson, Brenda Bright, Diane Roska, Julie Slattery, Mary Statz, Travis Sysko**

**New Glarus Elementary School - New Glarus**

Participate in Professional Learning Communities training in Lincolnshire, IL, to continue learning and implementing the ongoing process in which educators work collaboratively to achieve better results for students they serve.

**Sharon Ganster, Rachel Bohlman, Alyssa Knorr**

**Eagle Point Elementary School - De Forest**

Attend the Teachers College Summer Reading Institute at Columbia University to implement the reading workshop model in classrooms and close the achievement gap for economically-disadvantaged students.

**Kelsey Hall, Lisa Conrad, Michele Crispell**

**Roche-A-Cri Elementary School - Arkdale**

Participate in the Connecting Comprehension with Inquiry and Technology conference in Houston, TX, and afterward conduct a school visit with an expert in Chicago, IL, to develop use of Guided Reading and technology that improves inquiry-based learning and collaboration.

**Xee Yang**

**Gegan Elementary School - Menasha**

Explore the language, history and culture of the Hmong people in Laos and Thailand to ignite increased conversation within the district to increase understanding and engagement of Hmong students and their families.

**Connie Malueg**

**Marion Elementary School - Marion**

Earn certification as an Add+Vantage Math Recovery Champion trainer in Green Bay, WI, to provide professional development with Add+Vantage Math Recovery courses within the district.

**Judy Hein, Becky Gundacker, Sarah Grey & Julie Sether**

**Lincoln Elementary School - Beaver Dam**

Observe primary schools in the Fife area of Scotland and interview school staff, administrators, students

and parents to learn about their Ethos program for school-wide behavior and implement findings with existing PBIS plan.

#### *MIDDLE SCHOOLS*

##### **Kari Hanson**

###### **Viroqua Middle School - Viroqua**

Participate in the Iditarod Summer Camp for Educators in Alaska to expand personal knowledge of the race and incorporate best practices on research and data to empower seventh grade students to become better problem solvers.

#### *HIGH SCHOOLS*

##### **Lou Kindschi**

###### **Oregon High School - Oregon**

Investigate issues surrounding the migration and resettlement of Southeast Asian refugees after the Cold War to spark students' interest and empathy for the growing Hmong, Khmer and Laotian populations in the community.

##### **Nicole Seiler**

###### **Rufus King International School - Milwaukee**

Participate in the International Baccalaureate Program's Language and Literature Workshop at the United Nations International School in New York City and, afterward, participate in teacher workshops at the Paley Center for Media to foster student success both on college credit examinations and in future endeavors post-graduation and the work place.

##### **Laurie Leaf, Lisa Sturzl, Missy Anderson**

###### **Bruce Middle - Bruce**

Observe and collaborate with math and science teachers in high achieving Swiss schools to incorporate best practices for increased student achievement.

#### **WYOMING**

#### *ELEMENTARY SCHOOLS*

##### **Vanessa Worrell**

###### **Sagewood Elementary - Casper**

Research with internationally-renowned expert Stephen G. Feiferin in Wellfleet, MA, neurological causes and evidence-based interventions for specific learning disorders to create individualized assessments

and plans that instruction of all students.

**Theresa Lundquist**

**Davey Jackson Elementary School - Jackson**

Participate in a four-week language/cultural immersion program in Oaxaca, Mexico, to develop language skills and cultural understanding that enhance the learning experience for dual-immersion students and their families.

**Jessica Erdman**

**Poison Spider Elementary - Casper**

Participate in a 200-hour Yoga for Kids certification program in Saint Paul, MN and a 3 month online course to implement yoga and mindfulness in the classroom and help students of all levels learn how to control their emotions and actions in stressful situations.

*HIGH SCHOOLS*

**Carl Myers, Todd Hallsted, Dan Wright**

**Natrona County High School - Casper**

Experience the environmental and cultural dynamics of American Samoa, one of the last places on Earth settled by humans and colonized by Europeans to develop an inter-disciplinary, project-based unit that expands ninth graders' perceptions of how environment, culture and history influence each other over time.

**Meredith McLaughlin**

**UW Laboratory School - Laramie**

Observe Balkan school initiatives exemplifying outstanding civic/social justice education and participate in the Interdisciplinary Social Sciences international conference in Split, Croatia, to formalize and sustain the school's social responsibility and civic action efforts.