



**487**  
TEACHERS

LEARNING  
**ON 6**  
CONTINENTS

**IN 89**  
COUNTRIES

# 2018 FFT FELLOWS

REPRESENTING  
**354 SCHOOLS**

AND \$2 MILLION  
**IN GRANTS**



**Mariah Abatan**

Learn from Swedish organizations best practices for supporting displaced, refugee, and immigrant students to better serve the influx of school families relocated from Puerto Rico after Hurricane Maria.

**Rose Abbey**

Join the Steve Spangler Science at Sea expedition to the inland passage of South East Alaska to strengthen approaches to Next Generation Science Standards and support student learning surrounding geology, geography, animal science and life cycles.

**Angela Ackerman**

Study photojournalism and storytelling with expert Stella Johnson in Chania, Crete, while documenting personal stories and daily life in Nea Chora to create a documentary narrative of compelling images that tell a story.

**Melanie Ackerman**

Participate in The Creativity Workshop in Verona, Italy, to develop techniques of storytelling and use the craft as way to strengthen student literacy skills, foster the value of personal expression and support personal and academic growth .

**Marta Adán-Valdez**

Research Peru's culture, history and ecology to enhance a Spanish language curriculum with pre-Columbian, Incan and Afro-Latino components that contribute to socially engaged and globally aware students.

**Sarah Allen**

Study the biodiversity of Australia to expand our own content knowledge. Our goal is to develop a blended learning course for our young learners that allows them to develop a better global understanding, an in-depth understanding of the biodiversity of Australia, and an impassioned sense of environmental stewardship.

**Marilu Alvarado**

Interview Puerto Ricans about the devastation and after effects of Hurricane Maria to develop case studies for an oral history project that has students explore the impact of this catastrophic storm on residents.

**Susana Del Valle Anderson**

Learn from Rwandan educators conflict resolution and transformation skills at the Peace International School in Nyaza to apply learning within the classroom and school community.

**Adrienne Anderson**

Complete classes at the Cebanc Technical School and Basque Culinary Center in San Sebastian, Spain, and interview officials at the World Skills organization in Madrid to create opportunities for Career and Technical Education students to parlay skills into careers that are personally and financially fulfilling.

**Kristin Anderson**

Enroll in classes at London's English-Speaking Union, study in Scotland the setting of Macbeth, and research in Ireland the lives and works of Joyce, Heaney, and McCourt to further students' cultural understanding of literary works.

**Rosa Ayala**

Research how educators in China and Japan provide math instruction, focusing on the balance between authentic learning and test preparation, to advance International Baccalaureate students' achievement and motivate their persistence in problem solving.

**Jennifer Aylsworth**

Experience locations influential in the lives of authors from the Midwest to analyze how their regional sensibilities informed their work and re-frame learning for American literature students to be more inquiry-focused and less chronologically-dependent.

**BriAndahl Bailey**

Explore the Galapagos Islands with a group of educators and a certified Galapagos National Park Guide to bolster current curriculum in three school districts and across multiple subject areas; increase student engagement; encourage a mindset of curiosity; and develop a passion in students for life-long learning and travel.

**Leslie Baker**

Attend The Creativity Workshop in Barcelona to learn and share strategies of seeing and expression that will inform a daily 15-minute practice that helps students integrate creativity into their lives and learning.

**Kaitlyn Baldwin**

Explore with conservation experts the rich biodiversity of and preservation initiatives in Uganda to create a high-interest, inquiry-based unit, with a call to action, for our middle school students.

**Deborah Banas**

Research in Austria, Hungary and Czechia the the Holy Roman Empire, Austro-Hungarian Empire and the Iron Curtain to inform World History classes for academic and accelerated students and connect them with historically multicultural societies.

**Kelsey Barbee**

Participate in Steve Spangler's Science in the Rockies workshop in Denver, CO, to incorporate hands-on activities into learning that will expose students to the excitement the field of science holds.

**Robin Barboza-Josephson**

Join an expedition through the Kenai National Wildlife Refuge and Denali National Park to demonstrate the work of scientists and move ecology education to a model supporting Next Generation Science Standards.

**Andrea Barela**

Research in Kenya how Wangari Maathai and her Green Belt Movement catalyzed environmentalism to inspire similar strategies as a framework for student leaders' community action plans.

**Erica Barrera**

Attend the iTeach1st! conference in Las Vegas to gather research-based learning strategies for improving early childhood education among peers and for students.

**Timothy Barry**

Examine life in and around Japanese Relocation Camps in Utah and Colorado to add reference points to World War II curriculum and highlight similarities in the current climate of cultural bias.

**Melissa Barth**

Participate in a field seminar focusing on phenology and climate change for citizen scientists at Yellowstone National Park to inform a student-centered research project based in the school's new pollinator garden.

**Anna Barton**

Explore in Spain and France the creative processes of Pablo Picasso and Ernest Hemingway to surface connections between Art and English and teach students how to create original visual and written narratives.

**Elisabeth Becker**

Explore places of literary significance in the Eastern United States to discover how the personal lives, social and political climates, and physical geography of authors influence story ideas and increase content connections that make writing relevant to students.

**Hannah Becker**

Attend the National Teaching Proficiency through Reading and Storytelling to network with peers and develop strategies and resources for implementing the practices in the classroom.

**Catherine Belin**

Document "the trippy geometry of endless bridges" in South Korea and Japan to create parabolic mathematics learning that equips students to conduct a similar study of bridges in New York City.

**Kylie Bell**

Participate in Steve Spangler's Science in the Rockies workshop in Denver, CO, to incorporate hands-on activities into learning that will expose students to the excitement the field of science holds.

**Virginia Bellomy-Ezell**

Attend the "Nature as a Fantastic Classroom for Learning" conference in Sweden to learn how to create authentic outdoor experiences that engage students.

**Laura Bennett**

Investigate how human rights violations compare in Brazil, Argentina, and Chile to consider how people have attempted to reconcile atrocities and combat future violations to

**Kylie Benson**

Complete a language proficiency program in Barcelona, Spain, while volunteering with an organization that provides services to individuals with physical limitations requiring adaptations to facilitate communications within a largely Spanish-speaking school community and unite students around the empowerment of a peer with Muscular Dystrophy.

**Shahara Benson**

Explore the history of race relations in South Africa, closely connecting the events and leaders in the anti-Apartheid Movement with the Civil Rights Movement in America, to inform a compare/contrast study of present relationships and treatment of blacks and non-blacks in the US to South Africa.

**Anya Bergman**

Attend the “Experience Spanish Language and Culture: New Resources for the Classroom” course at the Universidad de Duesto-Bilbao to learn Spanish grammar, as well as cultural teaching resources such as games and films.

**Christina Bernard**

Research lesser known triumphs and tragedies associated with World War II in Eastern Europe to broaden students’ exposure beyond their “vanilla world” and provide primary sources that enrich National History Day research and projects.

**Margaret Bernardo**

Join Dominican University’s Galapagos Experience to collaborate with experts in designing learning that stimulates student interest and supports Next Generation Science Standards.

**Marti Bessinger**

Enroll in the Orff Afrique Master Class in Dzodze, Ghana, focusing on West African music of the Volta Region, to help students appreciate similarities and differences between our cultures and realize the historical influence of African music on our own society’s music, including jazz, gospel, rock and other pop genres.

**Jennifer Bevill**

Experience Muslim culture, history, and practices throughout Morocco to dispel students’ misconceptions, unveil similarities between two societies, and build a culturally-informed, accepting, and responsive school environment.

**Dawn Bishop**

Explore the cultural crossroad of Morocco to learn about its people and culture; document first-hand learning in photos and videos to create a unit of study on Global Citizenship which introduces students to Islamic history and culture in order to build cross-cultural understanding, empathy, and knowledge.

**Nancy Blackburn**

Attend a language and cultural immersion program in Costa Rica to better understand and connect with our school’s growing Latino population and bring together the English and Spanish language learners in our school.

**Kristie Blanchard**

Complete the Creativity Workshop in Barcelona before setting out to explore Western Europe’s UNESCO World Heritage Sites to shore up a freshman level geography course with geospatial technology and personalized learning.

**Therese Block**

Participate in a workshop at the National Robotics Engineering Center, associated with the world-renowned Carnegie Mellon University Robotics Institute in Pittsburgh, PA, to develop advanced design and programming skills for designing challenging competitions specific to middle school students.

**Megan Bloom**

Conduct with local conservationists field research in Ecuador and the Galapagos Islands to create learning that compares and contrasts landlocked and island biodiversity.

**Stephen Bolognone**

Explore the homelands of students, 86% of whom identify as first or second generation immigrants from Puerto Rico and the Dominican Republic, to implement a rigorous, culturally relevant program for the student body.

**Kathy Bosiak**

Visit registered Dark Sky sites to learn about the impact light pollution on wildlife and human health and develop lesson plans that simultaneously educate students and make them better global environmental stewards.

**Kara Breuer**

Join a research expedition to the ancient Roman city of Pollentia to learn how to analyze ancient pottery and glaze composition using chemical spectroscopy techniques and create a cross-curricular project for chemistry and art students to use the pXRF spectrometer on their own pottery.

**Elizabeth Brewer**

Attend the Teachers College Summer Reading Institute at Columbia University in New York City to deepen knowledge and application of its Learning Progressions in Reading process as the next step in facilitating multi-age classrooms as active centers of empowered learning.

**Debra Brewer**

Explore environmental extremes involved in the development of civilizations and species in Peru, Ecuador, and the Galapagos Islands to improve students' connections between cultural and biological evolution.

**Rachel Brill**

Embark on a language and cultural immersion experience in Nicaragua and Costa Rica to strengthen relationships with students/families, increase student achievement and cultivate a strong school community.

**Colleen Brosnan**

Research the effects of global warming in the Andorran Pyrenees through an Earthwatch Expedition to design innovative lessons that give students insights into the real-world impacts of global warming and the scientific process at work.

**Sara Broussard**

Engage in an intensive language workshop in Madrid, Spain, to improve my Spanish proficiency and create engaging units of study that accelerate students' language acquisition and create cultural connections between Spain and their hometown of New Orleans.

**Ginny Brown**

Travel the Road to Revolution through Plymouth to infuse history learning with first-hand experiences, artifacts and primary source documents and build informed, responsible citizens who are passionate about our country and its history.

**Susan Brown**

Explore Kazakhstan, Uzbekistan, Tajikistan and Kyrgyzstan with a teacher delegation to deepen

instruction on the history, culture and geography of this important region, specifically about the Silk Road, cultural diffusion and the influence of Islam.

### **Roger Brown**

Research the 1994 Rwandan Genocide from the base station of Kigali to infuse first-hand accounts and primary source materials into a class on Holocaust and Genocide studies.

### **Kimberly Brown**

I plan to gather and create resources, photographs, and videos of the unique landscape and ecology of Costa Rica and then build problem-based learning units that will allow students to virtually explore that environment and use their experiences to complete authentic tasks.

### **Katharine Bruns**

Engage with school and community leaders using art and culture to teach ecology in Uruguay and Argentina to learn strategies for building coalitions and improving a school commitment to sustainability.

### **Kelly Bryant**

Observe Australia's biodiversity to create a blended learning course that supports global understanding and an impassioned sense of environmental stewardship.

### **David Bubser**

Document in Italy the influence of geometry on Renaissance masters, in Germany the programming of math museums and in Switzerland interviews with scientists at the Large Hadron Collider at the European Organization for Nuclear Research to inform the teaching of STEAM with an emphasis on problem-solving.

### **Kristine Buls**

Participate in a Spanish language and culture exchange in Costa Rica to become more aware of issues facing an increasing Latino student population and improve schoolwide empathy and diversity.

### **Sierra Burris**

Research in Cambodia and Vietnam the Khmer Rouge regime and its Secret War to contextualize students' personal histories and create class-reflective narrative choices that embrace an anti-bias framework that celebrates cultural resilience.

### **Christopher Busch**

Explore London's street art, contemporary art, and theatre communities to develop in-depth units about playwrights and artists that prepare students to create four large, school murals in collaboration with Boston Public School's pilot Fab Lab.

### **Antoinette Byam**

Learn from scientists at The Charles Darwin Institute in the Galapagos islands scientific measures for using indicator species to track changes in the climate.

### **Christina Caceres**

Visit civil and human rights museums and meet with grassroots organizers in Atlanta and Washington DC to explore historical changemakers and connect this learning with the federal government's structure to identify how individuals can make a difference in order to cultivate a change mindset among students.

**Heather Calabro**

Explore the cultural and geographical diversity of Argentina to enhance in an urban and suburban school the social studies and Spanish language courses to promote an appreciation of diverse cultures and geographies comprising Latin America.

**Kimberly Callaway**

Explore humanity's impact on the environment in China to incorporate findings into real-world applications of the content with students at a Mandarin dual-language school.

**Ryan Campbell**

Walk in the footsteps of Shakespeare's "Macbeth" in England and Scotland to strengthen personal knowledge of British history and topography that, in turn, enhances literary competency and global awareness of International Baccalaureate students.

**Gayle Campbell**

Witness the work of water and animals on regions of the United Kingdom to demonstrate for students the power of erosion and potential of erosion prevention, particularly in relation to local beaver dams.

**Amy Cantrell**

Attend the College Board AP Institute at Worcester College in Oxford, England, to study great works of literature among global peers and return with best practices for boosting student engagement with plays, poetry and novels.

**Josephine Cappelletti**

Study traditional Celtic fiddle and research Celtic culture with master fiddler Theresa Bourke in Tipperary County, Ireland, to learn authentic musical techniques and gain meaningful cultural insights to share with my students and colleagues in preparation for a school-wide International Children's Day celebration.

**Chad Cardillo**

Research in Austria, Hungary and Czechia the the Holy Roman Empire, Austro-Hungarian Empire and the Iron Curtain to inform World History classes for academic and accelerated students and connect them with historically multicultural societies.

**Lily Carey**

Enroll in Spanish language and cultural immersion classes in Oaxaca, Mexico, to build a culturally relevant curriculum that engages students in core classes, serves English Language Learners, focuses on the intersection of art and activism, and extends communication and relationships with Spanish-speaking families.

**Jeffrey Carity**

Explore the three key economic zones of Vietnam to assess how the Vietnamese post-war economy successfully transitioned from a command to a mixed economy and create an enriched, student-centered AP Macroeconomic unit focused on economic systems and long-term growth.

**Mary Carlson**

Complete a Spanish Immersion program through The Academia Tica in Costa Rica to improve interaction with English Language Learners/special education students and their families.

**Angela Carota**

Trek the El Camino de Santiago, a 500-mile, ancient pilgrimage route in Northern Spain, recording songs fellow pilgrims sing to then arrange them for a student performance/community concert.

**Tara Ann Carter**

Research contemporary history and the street art movement in Buenos Aires, Argentina, to enable students to start thinking globally about representation, voice and enfranchisement while bringing these concepts into their school and community through writing, presentations, and art projects.

**Gary Casity Jr.**

Participate in the Silkroad Global Musician Workshop near Indianapolis; explore artistic masterpieces of Rome and Naples; and engage in the International Society for Music Education World Conference in Baku, Azerbaijan, to increase students' intercultural understanding through world music.

**Fernando Castro**

Observe, document and participate in public poetry recitals across Spain to gain insights for teaching students an appreciation for the art form and an awareness of the 20<sup>th</sup> century poets who left their mark on the genre.

**Jacqueline Catcher**

Tour literary sites associated with famous British authors, including William Shakespeare, the Bronte sisters, and Horace Walpole; examine the impact of Gothic architecture in the development of characterization and theme in Jane Eyre; and study canonical literature at the Oxbridge Teacher Seminar at the University of Cambridge to create differentiated and engaging learning for academic and AP English students.

**Deborah Chaikind**

Enroll in The Prince's School for Traditional Arts and a course on the Art of Islamic Patterns in London to learn avenues for incorporating art into geometry classes and expose students to ways professionals use geometry in their jobs and lives.

**Garceline Champagne**

Research in Cape Verde the impact of colonialism on its culture and language to work toward creating a welcoming and social justice-oriented school community where students emigrating from there feel valued and empowered.

**Janine Chapdelaine**

Visit early childhood programs in Reggio Emilia, Italy, to learn strategies for increasing expressive language and fostering artistic development through the visual and manual arts among preschool students.

**Rebecca Chapman**

Complete the Orton Gillingham Training Institute of Multisensory Education workshop in Boston to help English Learning and Special Education students develop phonological awareness, letter knowledge, and fluency to realize more success in their general classrooms.

**Jasmine Chen**

Research citizen science projects related to monitoring air, water and soil quality; ecosystems and biodiversity; and nuclear radiation in Japan, China and Thailand to craft a meaningful and community-based science learning for students.

**Wenching Chiang**

Experience the mores, traditions and customs of China to inform a language class with contextual material that guides students' discussions on the country's history, ethnic diversity and strife, and emphasis on cultural pride.

**Lorena Christian**

Explore in Peru ancient Incan archaeological sites, including Machu Picchu, to expose a largely homogeneous student population to a culture and history vastly different from their own.

**Cynthia Ciesla**

Attend the Model Schools Conference in Orlando, FL, to create an academic setting that is inclusive, focused on Response to Intervention, integrates standards-based learning, and provides students with social-emotional support.

**Jessica Cimini-Samuels**

Network with NASA scientists, engineers, astronauts and educators at the Space Port Area Conference for K-12 Educators at the Kennedy Space Center to create STEM based lessons that incorporate design elements, choice and engaging science content.

**Jenna Cinelli**

Attend the Hawaii National Great Teachers Seminar to learn innovative and creative approaches to current educational problems and implement those solutions to improve students' literacy skills.

**Deirdre Clabby**

Research the process of language acquisition at the Italian International Institute in Florence to improve strategies for teaching English language learners with communication disorders and language differences.

**Sarah Claffey**

Experience Costa Rica's landscapes and animal and plant life to gain deeper knowledge of fourth grade Next Generation Science Standards relating to earth, physical and life sciences and help students compare this biome to their local surroundings in the development of an environmental action plan.

**Stephanie Clark**

Volunteer with South African educational initiatives supporting disadvantaged and multilingual students to then create a welcoming school and classroom community that enriches students' academic, social, and emotional well-being through mindfulness and creativity.

**Cassandra Clausen**

Attend the annual Sudbury Schools Conference in Kingston, NY, to learn best practices for supporting at-risk students, enhancing parent-teacher relationships, and growing learner-centered schools.

**Elise Clayton**

Explore the history of mythology across Greece to enhance elementary language arts lessons and help students to see the relationships between Greek culture and their lives today.

**Jaclyn Clements**

Explore the life and work of influential artists in Europe, and pursue artistic approaches of expression in order to enrich fine arts curriculum.

**Margaret Clifton**

Experience Native American tribes, memorials, parks, and historic sites addressed in the works of writer/poet Sherman Alexie to provide high school English students with first-person narratives from something other than a white European and Anglo-American perspective.

**Meghan Cohen**

Participate in a French language teachers' program in Nice, France, focusing on improving educational practices and developing meaningful, engaging curriculum while connecting with other language educators and native speakers to build two units focused on Cultural Diversity and Cuisine.

**Sara Cole**

Explore Crete's ancient Minoan civilization through archaeological, architectural and cultural sites to design learning that connects math, history and mythology for middle schoolers.

**Phyllis Cole**

Document the educational systems and cultures of Singapore and the Philippines to expose students to circumstances of their global peers and emphasize that the world is much larger and distinctive than the city in which they live.

**Daniel Colón**

Participate in daily life among the Mapuche indigenous community in Santiago, Chile, to develop curriculum for both Latin American history students and a new International Scholars Program focused on the Global South.

**Paul Conn**

Observe in Vaaksy, Finland, teaching strategies for student-centered classrooms in which special and regular education students take a more active role in learning to implement best practices, specifically in the areas of language arts and STEM.

**Carly Connor**

Research in New Zealand, Australia and Singapore sites pertaining to biophilic and sustainable design in architecture and in schools to inform a math-driven proposal created by sophomore English and Math students on the construction of a new school building.

**Christopher Cormack**

Experience the Andean Culture of South America through a home stay with previous guest teachers from Uruguay and, afterwards, an exploration of Peru to expose students from a sheltered community to the world beyond their own neighborhood street.

### **Megan cormack**

Experience the Andean Culture of South America through a home stay with previous guest teachers from Uruguay and, afterwards, an exploration of Peru to expose students from a sheltered community to the world beyond their own neighborhood street.

### **Lex Cornia**

Attend Pre-AP and AP training in San Diego and Indianapolis to develop a newly-aligned 9-12 English curriculum that differentiates learning for all high school students.

### **Hannah Cotten**

Interview Dr. Meg Lowman at California Academy of Sciences and Dr. William Miller at Baker University in Kansas and subsequently conduct microscopic biodiversity surveys in two locations to model for students collaboration with scientists and inform their year-long scientific study on the school campus.

### **Jane Cox**

Follow in the footsteps of the British writers and romantic poets to infuse upper level English classes with social and historical context and make potentially-arcane texts more accessible and appealing.

### **Jennifer Coyne**

Attend the Association of Deaf Education Professionals & Trainees (ADEPT) and The Ear Foundation's international conferences in Edinburgh, Scotland, and Nottingham, England, and afterwards conduct site visits at deaf-education schools across the United Kingdom to enhance use of technology for instruction of hearing impaired and special education learners.

### **Constance Cummings**

Participate in The Creativity Workshop's Barcelona experience, followed by an individual study of Moorish architecture in southern Spain, to inspire new learning that integrates pattern, math and art.

### **Aaron Dalton**

Attend Pre-AP and AP training in San Diego and Indianapolis to develop a newly-aligned 9-12 English curriculum that differentiates learning for all high school students.

### **Michele D'Amato**

Research the process of language acquisition at the Italian International Institute in Florence to improve strategies for teaching English language learners with communication disorders and language differences.

### **Amrita Dani**

Research in Cape Verde the impact of colonialism on its culture and language to work toward creating a welcoming and social justice-oriented school community where students emigrating from there feel valued and empowered.

### **Maribeth Dann**

Explore Vietnam, Cambodia and Thailand, to create learning focusing on modern immigration to America and inform seventh graders' projects on why people leave their homelands.

### **Julie Davidson**

Participate in Kristin Linklater's Advanced Course on Shakespeare's Monologues and Scenes in the

Orkney Islands of Scotland to apply innovative and differentiated strategies that bring Shakespeare to life for diverse high school students.

**Deanne Davis**

Attend Pre-AP and AP training in San Diego and Indianapolis to develop a newly-aligned 9-12 English curriculum that differentiates learning for all high school students.

**Stephanie Davis**

Attend the American Association of Teachers of French's annual convention in Martinique to refine teaching strategies with global peers and document the French-speaking island's multicultural heritage with language students.

**Alissa Davis**

Retrace the steps of Longfellow's heroine, Evangeline, from Nova Scotia to New Orleans to Philadelphia and produce maps and a lesson plan that revives a forgotten tale of refugees on our own soil and provides students with an intimate exposure to this deeply relevant issue.

**Timothy DeJulio**

Attend Project Lead the Way Biomedical Core Training at Stevenson University in Stevenson, MD, to learn strategies that create a more student-directed, hands-on learning environment.

**Diana D'Emeraude**

Participate in a Shakespeare training program for middle and high school language arts/theatre teachers at the Globe Theatre in London to create curricular units with authentic lessons for my students to help students develop critical thinking skills to be applied in the classroom and beyond.

**Stacie Dempsey**

Participate in the Summer Writing Festival at the University of Iowa to strengthen personal writing and learn how to implement the writing workshop model in the classroom.

**Kristen DePofi Carey**

Participate in The Creativity Workshop in Verona, Italy, to develop techniques of storytelling and use the craft as way to strengthen student literacy skills, foster the value of personal expression and support personal and academic growth .

**Francoise Deristel-Leger**

Earn teacher certification at the Yoga in San Jose, Costa Rica, to incorporate meditation and breathing exercises into an elementary Montessori setting and help students regulate emotions and frustrations.

**Daniel DeScalzo**

Tour Volkswagen Europe plants and their partner schools in Spain, Belgium, and Germany, to observe the educational resources compromising a pipeline of employment and then replicate that success locally.

**Karen Detjens**

Explore the culture of Peru with the intention of bringing back and sharing the practical use of science, technology, engineering, art and math by the Incas and contemporary Peruvians for a diverse population of students to experience and apply to their own thinking and learning.

**Margaret Dewey**

Enroll in Oxford University's "Literature and the Fantastic" seminar to deepen knowledge about the fantasy genre of children's literature and more effectively guide reading choices of students, teachers and the district.

**Mariya Deykute**

Explore Scandinavian resources available at the Wasa Museum, at the Sami Education Institute in Inari and elsewhere to create a multimedia companion for studying Beowulf, Norse myths, personal mythology and identity and Native culture in the contemporary world.

**Stephanie Diaz**

Join Boston Public Schools' professional cohort in South Africa for a comprehensive look at successful and transferable approaches to education that will further students' skills critical for developing into thoughtful, questioning, and conscientious citizens who better their communities.

**Peter Diette**

Complete a Spanish immersion program for educators in Costa Rica through Common Ground International to honor the heritage of English Language Learners and address their needs in designing and implementing culturally-responsive instruction.

**Nicole DiLuglio**

Document in Borneo and Singapore the impact our decisions as consumers have on the forests, species, and people of this region to help students understand assess challenges of the palm oil industry and its affect on forest and orangutan ecology.

**Tamara Dilworth**

Enroll in a Spanish immersion program in Costa Rica to improve Spanish communication skills, connect linguistically to EL students and parents, and gain insight into education norms and standards in Central America.

**Marlo Diosomito**

Document in Borneo and Singapore the impact our decisions as consumers have on the forests, species, and people of this region to help students understand assess challenges of the palm oil industry and its affect on forest and orangutan ecology.

**Christina Dismang**

Engage with school and community leaders using art and culture to teach ecology in Uruguay and Argentina to learn strategies for building coalitions and improving a school commitment to sustainability.

**Theodora Dogani**

Explore Crete's ancient Minoan civilization through archaeological, architectural and cultural sites to design learning that connects math, history and mythology for middle schoolers.

**Judith Donroe**

Tour Beijing's historical sites, participate in cultural workshops and conduct school visits to build content knowledge and create authentic learning experiences for kindergarten and middle school students.

**Sarah Donroe-Sink**

Tour Beijing's historical sites, participate in cultural workshops and conduct school visits to build content knowledge and create authentic learning experiences for kindergarten and middle school students.

**Jennifer Dorl**

Deepen a sister-school relationship in Deschanelles, Haiti, while researching the educational and cultural aspects of the community to create inclusive instruction that honors the wide range of human perspectives present in classrooms in both countries.

**Susan Dougherty**

Attend NASA's Liftoff teacher development program and the National Center for Earth and Space Science national conference to identify competitions, scholarships, internships and careers in the sciences for special education students.

**Susan Dow**

Attend the iTeach1st! conference in Las Vegas to gather research-based learning strategies for improving early childhood education among peers and for students.

**Laura Dowdy**

Explore in Peru ancient Incan archaeological sites, including Machu Picchu, to expose a largely homogeneous student population to a culture and history vastly different from their own.

**Lori Drube**

Investigate the tradition and wisdom wrapped up in the ancient art of storytelling at the Scottish Storytelling Centre in Edinburgh, as well as festivals and workshops in Scotland and Ireland, to creating a more supportive, innovative and personalized literacy-learning environment for struggling students.

**Mark Dubois**

Research historical and contemporary expressions of local identity, amid transnational forces, in the French region known as "Occitania" to inform a senior-level social science and humanity course that considers populists movements, and the push-back against globalization and integration.

**Sarah Duenas**

Explore the homelands of students, 86% of whom identify as first or second generation immigrants from Puerto Rico and the Dominican Republic, to implement a rigorous, culturally relevant program for the student body.

**Karen Duffner**

Develop proficiency with the Units of Study curriculum at the Teacher's College Reading and Writing Seminar at Columbia University to lead the school's implementation of the the material and help students become better readers.

**James Dumlao**

Integrate with the marginalized, indigenous Moro people and their rural community schools in Mindanao, Philippines, to understand the cultural, socio-economic, and political reality of these communities and apply observations to a new curriculum about culture, struggle and legacy.

**Marjorie Eager**

Learn from Swedish organizations best practices for supporting displaced, refugee, and immigrant students to better serve the influx of school families relocated from Puerto Rico after Hurricane Maria.

**Carly Edelman**

Attend the Teaching Proficiency through Reading and Storytelling workshop in Agen, France, to learn and practice teaching skills that align with language acquisition research.

**Amanda Edens**

Follow the Civil Rights Trail through six southern states and Washington DC to deepen personal understanding of this historic movement and demonstrate for students how these events continue to impact us today.

**Jess Ellis**

Participate in The Creativity Workshop's Barcelona experience to build strategies for infusing students' free-exploration center time with creative thought, problem solving, multiple modes of expression, and risk-taking.

**Heather Ely**

Explore in five European countries the lives of women highlighted in Anna Beer's work, "Sweet Sounds and Airs: The Forgotten Women of Classical Music" to compare their struggles with their male counterparts and enrich students' understanding of women's compositional voices in four different periods of music history.

**Amy Ensign**

Research in Cambodia and Vietnam the Khmer Rouge regime and its Secret War to contextualize students' personal histories and create class-reflective narrative choices that embrace an anti-bias framework that celebrates cultural resilience.

**Michael Ensminger**

Participate in an inquiry based program for STEM professionals through the Educator Academy in the Amazon Rainforest near Iquitos, Peru, to develop learning on sustainability and water stewardship, which will include authentic science engagement and inspire students to become informed global citizens.

**Michelle Erwin**

Attend conference focused on social skill development for individuals with Autism and Intellectual Disabilities. Tour Australian and New Zealand special education programs to learn new approaches for developing and executing social skills curricula to prepare adults with disabilities to become successfully employed community members.

**Courtney Ferrell**

Document "the trippy geometry of endless bridges" in South Korea and Japan to create parabolic mathematics learning that equips students to conduct a similar study of bridges in New York City.

**Lauren Filipink**

Research culture and history at several sites in Israel utilizing both Jewish and Muslim perspectives to

uncover diverse resources and plan experiential learning activities that allow students to authentically engage in historical and current religious issues.

#### **Monica Fitzgerald**

Attend the Model Schools Conference in Orlando, FL, to create an academic setting that is inclusive, focused on Response to Intervention, integrates standards-based learning, and provides students with social-emotional support.

#### **Bethany Fitzsimons**

Attend the Teachers College Summer Reading Institute at Columbia University in New York City to deepen knowledge and application of its Learning Progressions in Reading process as the next step in facilitating multi-age classrooms as active centers of empowered learning.

#### **Christopher Flaherty**

Film in Japan a documentary on Tetsuya Miyamoto, inventor of the KenKen logic puzzle, to document for fellow educators the concepts of lesson structures and cognitive load and also create related learning for film, math and humanities students in an arts magnet high school.

#### **Joan Flanagan**

Explore the culture, history, and landscape of celebrated British authors from a variety of genre to increase students' passion for reading and create meaningful connections between their personal lives and influential characters in literature.

#### **Timothy Flanagan**

Join a photography tour in Cuba with professional artist and documentarian Louis Alarcon to create learning that combines insights about the island nation with photography and digital literacy skills.

#### **Margaret Flower**

Deepen a sister-school relationship in Deschapelles, Haiti, while researching the educational and cultural aspects of the community to create inclusive instruction that honors the wide range of human perspectives present in classrooms in both countries.

#### **Emily Frake**

Attend The Autism Show, in Manchester, UK, to learn how to better support students with moderate/severe Autism in an inclusive classroom setting and, afterwards, observe leading inclusion schools in London to better understand effective and meaningful implementation of inclusion on a school-wide level.

#### **Julie Frascarelli**

Attend the 33rd World Conference of the International Society for Music Education in Baku, Azerbaijan, to ascertain best practices for incorporating into elementary music classes inquiry-based learning and 21st century skills from multiple perspectives rooted in diverse musical experiences.

#### **Amy Frederick**

Complete a Spanish language course designed specifically for social workers at Centro Panamericano de Idiomas in Costa Rica to better assist parents in finding services for themselves and their children and also help address a chronic absenteeism among English Language Learners.

**Amy Frey**

Explore a variety of significant landmarks (museums, theaters, universities, countrysides) in the United Kingdom (particularly Edinburgh, Dublin, and London) to deepen student understanding of historical, biographical, geographical and social contexts affecting major British masterworks commonly taught in high school English courses.

**Rebecca Friedland**

Volunteer with marine biologists studying and restoring coral reefs in the Dominican Republic to create meaningful Biology curriculum that anchors learning in case studies and establishes a classroom culture of environmental activism.

**Tammy Friedman**

Develop under Barcelona artist Martin Brown skills to create “trencadis” mosaics popularized by Antoni Gaudi to teach this Spanish art form to students and collaborate on the creation and installation of similar murals throughout the school.

**Karly Frigenti**

Attend the 4th International Colloquium on Languages, Cultures, Identity in Schools & Society conference in Soria, Spain, and participate in a language immersion course in Barcelona to further develop language acquisition strategies and acquire skills to create individualized plans for a diverse population of intervention students.

**Joshua Frost**

Collect footage, images, and interviews with local business owners across Portugal to create a series of video and print advertisements that highlight the country’s recent economic revival and model for students the step-by-step process of creating a cohesive marketing campaign designed to advertise and promote the economic strengths of a nation.

**Taylor Fulmer**

Observe at the University of Helsinki the Finnish educational practices that produce the highest student achievement rankings in the world to replicate the strategies at the school and district levels.

**Carrie Garcia**

Earn certification from Rainbow Yoga Teacher Training in Umbria, Italy, to promote belonging, connectedness and well-being among the student body.

**Catherine Gardner**

Join an expedition through the Kenai National Wildlife Refuge and Denali National Park to demonstrate the work of scientists and move ecology education to a model supporting Next Generation Science Standards.

**Valerie Gates**

Learn from Rwandan educators conflict resolution and transformation skills at the Peace International School in Nyaza to apply learning within the classroom and school community.

**Kellie Gauvin**

Research in Reggio Emilia, Italy, the student-centered, constructivist pedagogy developed there to shift

teaching to be more reflective and first-graders' learning to be more inclusive of discovery, cooperation, and social awareness/global understanding.

**Dena George**

We plan to further our education and understanding of the Holocaust by visiting related historic sites. By doing this we hope to make the past more concrete for ourselves and therefore our students. We think a better understanding of history will help them develop empathy and better understand the troubles people face in the world today.

**Guinnevere Geyer**

Attend the TEACCH Classroom setup method workshop to better serve students with severe/profound needs in the area of Autism and share strategies across the district and state with peers teaching similar populations.

**Erika Gilbert**

Attend the Model Schools Conference in Orlando, FL, to create an academic setting that is inclusive, focused on Response to Intervention, integrates standards-based learning, and provides students with social-emotional support.

**Cherlyn Gill**

Trek the trails of 13 national parks in 5 states as citizen scientists, researching the health benefits and motivating factors of hiking in nature, to support a physical education curriculum that combats students' sedentary lifestyles and excessive screen time.

**Cheryl Grau**

Participate in an inquiry based program for STEM professionals through the Educator Academy in the Amazon Rainforest near Iquitos, Peru, to develop learning on sustainability and water stewardship, which will include authentic science engagement and inspire students to become informed global citizens.

**Andrew Green**

Complete a language and cultural immersion program in Peru to learn transferable language skills that facilitate relationships with English Language Learners (70% of the school) and create a cross-curricular exploration of another culture.

**Lana Greenawald**

Gain authentic experience with the Spanish language and Mexican culture in Cuernavaca, Mexico, to provide culturally- and linguistically-responsive language assessment and treatment to English language learners with learning differences.

**Sean Griffin**

Traverse Germany's "Fairy Tale Road" to create learning that incorporates Greek myths, Native American tales and Brothers Grimm stories and culminates in students' personal writing shared at a school-wide celebration.

**Pamela Guest**

Explore historic sites pertinent to mathematics in Greece and Italy to deepen knowledge about personalities and fundamentals of the subject among high need students and Mathlete team members.

**Andrew Guyon**

Explore the homelands of students, 86% of whom identify as first or second generation immigrants from Puerto Rico and the Dominican Republic, to implement a rigorous, culturally relevant program for the student body.

**Catherine Hain**

Research the Walhallab Makerspace in Zutphen, the Netherlands, as well as labs in New York City and Connecticut, to establish a makerspace at school that is inviting and promotes creativity and self-directed learning.

**Christy Halcom**

Explore the homelands of students, 86% of whom identify as first or second generation immigrants from Puerto Rico and the Dominican Republic, to implement a rigorous, culturally relevant program for the student body.

**Tiffany Haley**

Join a Galapagos Islands teacher expedition researching how unique animals & plants that overcame environmental pressures and apply this to nonliving design problems to enrich both architecture and science courses.

**Jennifer Hall**

Deepen a sister-school relationship in Deschappelles, Haiti, while researching the educational and cultural aspects of the community to create inclusive instruction that honors the wide range of human perspectives present in classrooms in both countries.

**Naima Hall**

Explore French historic sites attributed to the inventor Louis Braille and investigate French-inspired multisensory, experiential learning opportunities that promote the state curriculum, the Expanded Core Curriculum and connectedness to the life and times of Louis Braille in an effort to support education for the blind and visually impaired.

**Kristyne Hamilton**

Complete the Orton Gillingham Training Institute of Multisensory Education workshop in Boston to help English Learning and Special Education students develop phonological awareness, letter knowledge, and fluency to realize more success in their general classrooms.

**Jill Hanley**

Join the Steve Spangler "Science at Sea" expedition of Alaska's Inside Passage to deepen topical knowledge and engage students with special needs in learning around ecosystems, First Peoples and the work of scientists.

**Nolan Hanson**

Complete an immersion study experience in Paris, Barcelona, Málaga and Madrid to contextualize the environs that influenced and impacted the life and art of Pablo Picasso.

**Wendy Harris**

Explore the intersection of culture and education for Deaf and DeafBlind students in Tanzania and Kenya to develop more culturally appropriate instructional strategies and social studies content, and improve personal cultural competence in communication with East African families and their Deaf and DeafBlind children.

**Tara Harrison**

Participate in the Teaching for Artistic Behavior Summer Institute the Massachusetts College of Art and Design to develop best studio practices, instruction and assessment in choice based art education for an arts magnet elementary school.

**Ann Hasenohrl**

Participate in Kristin Linklater's Advanced Course on Shakespeare's Monologues and Scenes in the Orkney Islands of Scotland to apply innovative and differentiated strategies that bring Shakespeare to life for diverse high school students.

**Ari Hauben**

Explore London's street art, contemporary art, and theatre communities to develop in-depth units about playwrights and artists that prepare students to create four large, school murals in collaboration with Boston Public School's pilot Fab Lab.

**Sarah Henry-Patt**

Join the Steve Spangler Science at Sea expedition to the inland passage of South East Alaska to strengthen approaches to Next Generation Science Standards and support student learning surrounding geology, geography, animal science and life cycles.

**Erin Hermann**

Study the traditional art of Celtic storytelling at festivals, workshops and historical archives across Ireland and Scotland, documenting how oral histories connect cultures, languages, and generations to enhance students' oral discourse, vocabulary, listening comprehension, visualization and writing.

**Lauren Hines**

Conduct in-depth research of the geography, history, economics, culture, and current events in China, India, Nepal, and the Tibetan Autonomous Region of China to offer a Global Issues class that highlights the uniqueness of this region and its people.

**Gerald Hites**

Observe in Vaaksy, Finland, teaching strategies for student-centered classrooms in which special and regular education students take a more active role in learning to implement best practices, specifically in the areas of language arts and STEM.

**Scott Hollander**

Study and document aspects of Kabuki theatre in Tokyo and Osaka to counter students' ethnocentrism by introducing this art form's unique expression of universal human issues.

**Tamara Hoodenpyl**

Join a research expedition to the ancient Roman city of Pollentia to learn how to analyze ancient pottery and glaze composition using chemical spectroscopy techniques and create a cross-curricular project for chemistry and art students to use the pXRF spectrometer on their own pottery.

**Elizabeth Hoorneman**

Participate in an archaeological field course investigating ancient rock art from the Paleolithic through the Roman era, then independently research techniques and medium used in ancient art of Naples and Pompeii, to educate students on the historical context and multifaceted nature of symbols and how they can both divide and unite a society.

**Jamie Hooten**

Enroll in the Edible Schoolyard Academy in Berkeley, CA, to learn options for managing and improving a school gardens and the hands-on learning that occurs there.

**Miller Horton**

Witness through IMPULS Lesson Study Program at Tokyo Gakugei University the practice of research lessons/post-lesson discussions and implement the technique for more engaging and effective instruction.

**Erin Houlihan**

Study current and past human rights issues by travelling to landmarks/sites in Belgium and the Netherlands, including the European Commission, Humanity House, and Anne Frank House. This will broaden my understanding of human rights issues in order to enhance my teaching at an International Baccalaureate school that focuses on global perspectives.

**Sheryl Humphries**

Participate in the Australian/New Zealand Conference for Educators of the Deaf in Adelaide, to network with global peers and develop new learning for deaf and hard-of-hearing students at a residential school.

**Jami Hunter**

Complete a language and cultural immersion program in Peru to learn transferable language skills that facilitate relationships with English Language Learners (70% of the school) and create a cross-curricular exploration of another culture.

**Vanessa Irving-Stark**

Participate in Steve Spangler's Science in the Rockies workshop in Denver, CO, to incorporate hands-on activities into learning that will expose students to the excitement the field of science holds.

**Olubayo Jackson**

Attend traditional and modern dance workshops and collaborate with dancers, scholars and young African hip-hop trendsetters in Ghana to create a curriculum and performance project that promotes a modern global perspective through dance.

**Sarah Jacques**

Explore and investigate three distinctive plate boundary zones (convergent, divergent, transform) along the Pacific coast of the United States and throughout Iceland to collect photographic and video evidence that juxtaposes topographic features between the zones and supports a more authentic, phenomenon-based Plate Tectonics unit.

**Christina Jamerson**

Learn from the Broadway Teachers Workshop in New York City, how to update performance arts classes and implement strategies for using theatre to support students' soft-skill development.

**Andrea Jantz**

Complete language classes and school visits in China to gain a broader understanding of its culture, language, ancient games and pastimes and better integrate a growing number of Chinese students.

**Beth Jimerson**

Experience authentic Spanish and Mixteco language and culture in the Mexican state of Oaxaca, to bring cultural and linguistic artifacts and experiences back and better engage non-English speaking students, as well as the school staff.

**Lindsay Johnson**

Learn sewing at the School of the Art Institute of Chicago and e-textiles at a workshop hosted by KOBAKANT in Berlin, Germany, to develop a new smart textiles challenge inspired by Chicago wearable technology startups and in collaboration with the local university's fashion design department.

**Kaitlin Johnson**

Complete a three-week course on mindfulness and yoga in Uvita, Costa Rica, to integrate brain chemistry and body anatomy into high school science courses and extend that learning through an extracurricular club.

**Tammy Johnson**

Research marine and water conservation efforts in national marine sanctuaries of California and Florida to inspire students to become conservation problem solvers who promote sustainable practices in the school.

**Breanna Johnston**

Study Andean textiles and weaving throughout Peru to inform students about the cultural aspects and scientific process behind the craft, as well as how it relates to the visual arts.

**Vickie Johnston**

Explore the culture, architecture, history, and daily life of Panama, as well as the engineering behind the Panama Canal to incorporate knowledge gained in language arts and math curriculum and enhance student interest in engineering, architecture, history, and culture from around the world.

**Beth Jordan**

Attend the "Nature as a Fantastic Classroom for Learning" conference in Sweden to learn how to create authentic outdoor experiences that engage students.

**Denise Joyce** Attend the International Conference on Sign Language Acquisition in Istanbul to increase proficiency in language development for students with cochlear implants and those from atypical populations.

**Erik Juergens**

Research the cultural and linguistic implications of French colonization in Senegal, Burkina Faso and Cote d'Ivoire to experience nuances of the West African French dialect and inject African history into French language curriculum.

**Deborah Juzba**

Research how Spanish, American and Japanese colonization influenced the culture and history of Guam while establishing a sister school program to inspire low-income students' curiosity and inquiry.

**John Kannofsky**

Research and record how artists/inmates in World War II concentration camps memorialized memory throughout Germany, Czech Republic and Poland to teach similar methods of eyewitnesses storytelling to students.

**Matthew Katzman**

Collaborate with inclusion experts at the Division of Special Education and Services "Embracing Inclusive Approaches" conference in Cape Town, South Africa, and afterwards partner with urban inclusive educators there to design and implement a model of inclusion that effectively meets the needs of learners.

**Johnnie Keel**

Follow across Italy, Croatia, Prague and Amsterdam a route guided by students' interests and curiosity to document structures and sustainable design that will enrich STEM learning within self-contained elementary classrooms.

**Jill Kehoe**

Join a teacher-only expedition to the Galapagos Islands to become more aware of global environmental initiatives and inspire students' personal passion projects aimed at protecting our planet.

**Lisa Kelly**

Complete language and cultural immersion classes in Guatemala & Oaxaca, Mexico, to improve communication between students, parents, and teachers around issues of health and wellness and also facilitating cross-cultural exchange through language and food.

**Tarah Kemp**

Tour Volkswagen Europe plants and their partner schools in Spain, Belgium, and Germany, to observe the educational resources compromising a pipeline of employment and then replicate that success locally.

**Dana Ketterl**

Examine in California and Hawaii the impact of World War II on the home front, particularly Japanese Americans, to compliment a novel study of "Unbroken" by Laura Hildebrand, provide prompts for narrative essays and round out textbooks' Eurocentric view of this era.

**Alison Kirchberger**

Explore at the Creativity Workshop in Prague memoir writing, art, storytelling and mindfulness to support non-graded explorations that will facilitate a sense of accomplishment and motivate deeper understanding of standards-based facts.

**Elizabeth Kleinrock**

Research in South Africa the history of Apartheid, how the social construction of race has influenced communities outside of the United States, and how restorative justice practices can be used in reconciliation and healing efforts to inform an anti-bias curriculum for elementary aged students.

**Leeann Kluskiewicz**

Deepen a sister-school relationship in Deschappelles, Haiti, while researching the educational and cultural aspects of the community to create inclusive instruction that honors the wide range of human perspectives present in classrooms in both countries.

**Kimberly Knapp**

Participate in The Creativity Workshop in Crete to enhance the district's new social/emotional curriculum with tools that help students process academic and emotional demands experienced in and out of school.

**Alise Knickerbocker**

Complete intensive Spanish language instruction while staying with a host family in Cusco, Peru, to increase fluency, better meet the needs of English Language Learners, and promote empathy and relationships among all students.

**Keva Knight**

Participate in a meditation/Yoga retreat in Rishikesh, India, to learn about ways to calm oneself and move through traumatic experiences and incorporate these techniques in a classroom of students who exhibit negative responses due to prior traumatic events.

**Kim Knight**

Participate in the National Dance Institute's Teacher Training Intensive in New York to learn new ways of creating engaging choreography and performances for middle schools students, 50% of whom emigrated from Latin American countries.

**Grant Knowles**

Create within National Parks across five states a virtual reality experience that challenges students to apply the design thinking process to complex challenges.

**Robin Konrad**

Enroll in a Spanish immersion program in Costa Rica to improve Spanish communication skills, connect linguistically to EL students and parents, and gain insight into education norms and standards in Central America.

**Kevin Koppelman**

Observe at the Big Five Wild Game Reserve in Kruger, South Africa, how ecosystems function alongside human populations to demonstrate how actions across the globe affect the environment and encourage students to become involved in global sustainability of the environment.

**Rhonda Koppelman**

Observe at the Big Five Wild Game Reserve in Kruger, South Africa, how ecosystems function alongside human populations to demonstrate how actions across the globe affect the environment and encourage students to become involved in global sustainability of the environment.

**Jessica Koss**

Explore the history of mythology across Greece to enhance elementary language arts lessons and help students to see the relationships between Greek culture and their lives today.

**Elisavet Kousidis**

Explore the International Society for Technology in Education conference in Chicago to learn from experts how to re-engage learners with modern tools that significantly improve academic outcomes.

**Roxanne Kraft**

Learn Mindfulness Based Stress Reduction techniques at a workshop in Savusavu, Fiji, to help special education students manage stressors as they focus on employability skills, social relationships and independent living.

**Laura Kroncke**

Explore the historical and cultural roots of the Harlem Renaissance in Harlem, NY, to create a curricular unit that enables students to draw parallels between the Black Renaissance movements of Harlem and Chicago following the Great Migration.

**Leila Kubesch**

Complete Cognitive Behavioral Therapy training at the Beck Institute in Philadelphia before studying mindfulness from scholars in Bali to gain a working understanding of both Eastern and Western techniques to improve the emotional well-being of at-risk youth with multiple trauma.

**Nicole Kukieza**

Observe, learn from, and participate in classes at the Music Enlightenment Project in Johannesburg, South Africa, to develop strategies for working with youth from low income areas in an instrumental music classroom setting.

**Kathleen Kusalanka**

Examine how Tanzania's Chedda and Maasai and Machame communities balance human need with environmental conservation to enhance students' critical thinking broaden their perspectives, and promote collaborative systems that optimize cultural viability.

**Angelia Lambert**

Participate in the Morningside Teachers' Academy in Seattle, WA, to learn hands-on teaching strategies that incorporate behavior analysis to move students toward academic and developmental success.

**Philip Landolt**

Explore Vietnam, Cambodia and Thailand, to create learning focusing on modern immigration to America and inform seventh graders' projects on why people leave their homelands.

**Jamie Lang**

Investigate the impact of technology on global energy use and climate change through exploration of

Iceland's cryptocurrency mining facilities, renewable energy plants and glaciers to guide student learning toward lowering the community's carbon footprint.

**Cayla Lang**

Observe how teachers in Finland, Estonia and Sweden conduct student-centered learning that comprises the world's highest achieving education system to incorporate the pedagogies into the classroom.

**Christine Lang**

Observe how teachers in Finland, Estonia and Sweden conduct student-centered learning that comprises the world's highest achieving education system to incorporate the pedagogies into the classroom.

**Christopher Lapsis**

Research Australia's use of outdoor learning environments and natural playscapes to gain a better understanding of their psychological and physical health benefits and empower preschoolers with greater opportunities to take risks through similar play-based learning.

**Amy Lapsis**

Research Australia's use of outdoor learning environments and natural playscapes to gain a better understanding of their psychological and physical health benefits and empower preschoolers with greater opportunities to take risks through similar play-based learning.

**Jane Law**

Conduct an independent study tour of France, focusing on the French Resistance and deportation of Jews from France during World War II, to engage French 4/5 students in this period of history and help them establish parallels with current events.

**Doreen Lawson**

Explore at the Creativity Workshop in Prague memoir writing, art, storytelling and mindfulness to support non-graded explorations that will facilitate a sense of accomplishment and motivate deeper understanding of standards-based facts.

**Richard Lebowitz**

Collaborate with municipalities, academic scholars, locals and tourists in Bali, Indonesia, to research the country's inability to overcome its water shortage crisis and teach students about water sustainability efforts around the world.

**Jamie Ledbetter**

Attend a language and cultural immersion program in Costa Rica to better understand and connect with our school's growing Latino population and bring together the English and Spanish language learners in our school.

**Karen LeFevre**

Research the Walhallab Makerspace in Zutphen, the Netherlands, as well as labs in New York City and Connecticut, to establish a makerspace at school that is inviting and promotes creativity and self-directed learning.

**Jennifer Lehner**

Explore historic sites pertinent to mathematics in Greece and Italy to deepen knowledge about personalities and fundamentals of the subject among high need students and Mathlete team members.

**Natalie Leki-Albano**

Experience the settings of novels studied in a British Literature curriculum to contextualize with videos and photos the exact references of often archaic texts and reintroduce stressed-out juniors in high school to the joy of reading.

**Anne Lemke**

Complete Little Flower Yoga Training at the Omega Institute in Rhinebeck, NY, to support a structured framework for implementing movement and breathing exercises designed to decrease stress, increase confidence and manage over-stimulation of kindergartners.

**Jessica Lessard**

Experience the culture and language of Puerto Rico by joining Habitat for Humanity's rebuilding efforts to develop Spanish speaking skills and better communicate with students and families, especially those relocated from Puerto Rico.

**Eric Levine**

Participate in the Center for Disease Control's Science Ambassador Fellowship Program in Atlanta to deepen expertise in public health, allowing me to develop curricular experiences that prepare my students for their chosen career path.

**Wendi Lewis**

Discover the courage, perseverance, and contributions of Japanese Americans during World War 2 through the exploration of important internment and military sites of significance in California and Hawaii. Explore the various geographic regions in which Japanese lived, were confined, and worked.

**Nicholas Limbeck**

Complete an intensive, advanced Spanish language course at Málaga University in southern Spain while also researching the culture, history and educational aspects of Spain to develop curriculum on the Spanish colonial history of Latin America at a dual language school.

**Peiwen Lo**

Observe instruction at a bilingual school based in Hong Kong and, afterwards, participate in cultural workshops in Taiwan and Beijing, to create hands-on activities and curriculum not readily available for an elementary Chinese immersion program.

**Daniel Lobner**

Explore Washington D.C.'s landmarks, monuments and museums to translate new knowledge of our nation's history into meaningful lessons emphasizing the stories of minority groups and disenfranchised populations.

**Kelly Lucot**

We plan to further our education and understanding of the Holocaust by visiting related historic sites. By doing this we hope to make the past more concrete for ourselves and therefore our students. We

think a better understanding of history will help them develop empathy and better understand the troubles people face in the world today.

**Kevin Lui**

Attend the World Peace Game Master Class with John Hunter in Hoboken, NJ, to facilitate the hands-on political simulation with students and expose them to geo-political issues pertaining to the economy, social and environmental crises and the imminent threat of war.

**Haley Lukes (Stojak)**

Explore environmental extremes involved in the development of civilizations and species in Peru, Ecuador, and the Galapagos Islands to improve students' connections between cultural and biological evolution.

**Lori Lyn**

Research the historical significance of Texas landmarks, monuments, and iconic symbols to develop hands-on social studies lessons that explore the community and state in which students live.

**Nancy MacBride**

Explore Mexican visual art and create personal works while developing fundamental language skills in Oaxaca, Mexico, to create art opportunities linked with Latin culture in a preK-8 school that only offers 60 hours of social studies instruction annually.

**Constance Mack**

Research in Ghana, Honduras and Belize the Garifuna, an Afro-Amerindian people group, to teach at-risk English Language Learners a nuanced representation of their ancestors.

**Dorothea Mackey**

Create in Mozambique, Africa, a case study on the Sunshine Nut Company and Fair Trade Tourism to inspire entrepreneurship students in the creation of business plans incorporating sustainability and social responsibility.

**Jodi Mallilo**

Examine carbon dioxide data and coastal barrier solutions at the world's premier monitoring station at Hawaii's Mauna Loa Observatory to create a project that tasks students with engineering an artificial reef for the community.

**Christine Mariano**

Attend the Division of International Special Education and Services global conference in Capetown, South Africa, while also researching sites pertinent to Apartheid to embrace inclusive approaches to student instruction and also create learning around the life and impact of Nelson Mandela.

**Barbara Markham**

Research the Rwandan genocide with special emphasis on the aftermath of the atrocity, the role of the Gacacas, and the efficacy of the Truth and Reconciliation programs to inform students on Rwanda's success at maintaining peace, and how museums, education and public history retells this story to Rwandan students.

**Katherine Marrero**

Investigate the historical geopolitical rivalries of the Balkans through first-hand accounts of survivors of

military conflicts to enhance students' understanding of conflict in ethnic diversity and gender relations in war.

**Katherine Martens**

Join a teacher-only expedition to the Galapagos Islands to become more aware of global environmental initiatives and inspire students' personal passion projects aimed at protecting our planet.

**Jennifer Martin**

Attend the Teachers College Summer Reading Institute at Columbia University in New York City to deepen knowledge and application of its Learning Progressions in Reading process as the next step in facilitating multi-age classrooms as active centers of empowered learning.

**Lisa Martocchio**

Explore the cultural and geographical diversity of Argentina to enhance in an urban and suburban school the social studies and Spanish language courses to promote an appreciation of diverse cultures and geographies comprising Latin America.

**Adeline Marziano**

Mimicking Steinbeck's Travels with Charley, interview and photograph people National Parks to document commonalities contributing to our national identity and inform student projects which address the overarching question: What is America?

**Laurie Matthews**

Learn from scientists at The Charles Darwin Institute in the Galapagos islands scientific measures for using indicator species to track changes in the climate.

**John Matthiessen**

Participate in Globe Theatre's "Teaching Shakespeare Through Performance" course in London to learn practical and play-filled approaches to teaching Shakespeare in the classroom and increase student engagement in the reading and performing Shakespeare.

**Amy Matthusen**

Study Dominican history, culture, and literature through coursework at the Hispaniola Academy in Santo Domingo, Dominican Republic, to inform two units in two different courses intricately tied to the Dominican Republic.

**Carrie McCallum**

Participate in a cultural & historical survey of Rwanda to gain a better understanding of the 1994 genocide and resulting reconciliation within the country to increase student knowledge of the topic within a genocide literature course.

**Autum McCamish**

Research Italian cultural practices that lead to longevity and inform the design of a unit that teaches and promotes habits of holistic, healthy living.

**Peter McCann**

Conduct an independent tour of historical sites across America's Midwest and Southern regions to document ordinary people doing extraordinary things and incorporate this theme into learning that inspires students to serve their community in authentic, meaningful ways.

**Katherine McCarney**

Research the rich puppetry culture, particularly marionettes, in Prague, Czech Republic, to focus kindergartners' learning more on the visual and partner with the Puppet Arts Program at University of Connecticut to approach various academic subjects through this unique art form.

**Zachary McCullough II**

Experience language and cultural immersion within a Honduran Garifuna village to improve personal understanding of this unique Afro-Latino community fighting for ancestral lands and produce a novel with accompanying digital curriculum for novice Spanish students about the African diaspora in Latin America, human rights and Honduras' current crisis.

**Jenna McDermit**

Complete an intensive Spanish study course in Bogota, Medellin, and Cartagena, Colombia, to more effectively teach writing to English Language Learners, cultivate bilingualism every student, and integrate themes of multiculturalism and cross-cultural connection into Writing units.

**Suzanne McGlone**

Research the folklore and history of Cape Verde through interviews with artists, entrepreneurs, laborers and scholars to create literacy resources for a pilot school serving a student population that largely emigrated from the island nation.

**Meaghan McKinnon**

Visit civil and human rights museums and meet with grassroots organizers in Atlanta and Washington DC to explore historical changemakers and connect this learning with the federal government's structure to identify how individuals can make a difference in order to cultivate a change mindset among students.

**Kristin McManus**

Participate in an archaeological field course investigating ancient rock art from the Paleolithic through the Roman era, then independently research techniques and medium used in ancient art of Naples and Pompeii, to educate students on the historical context and multifaceted nature of symbols and how they can both divide and unite a society.

**Felicion McMillon-Diakate**

Attend The Summer Dance Institute in Seattle Washington to learn Anne Green Gilbert's Brain Dance and Creative Movement curriculum and collaborate with classroom teachers in "Opportunity Zones" across the county.

**Margaret McNeely**

Explore the culture, architecture, history, and daily life of Panama, as well as the engineering behind the Panama Canal to incorporate knowledge gained in language arts and math curriculum and enhance student interest in engineering, architecture, history, and culture from around the world.

**Bonnie McSpadden**

Research the roots of traditional American music, particularly methods of song preservation and sharing, in the Blue Ridge Mountains Heritage Area to replicate a similar practice among a diverse student population.

**Michelle Mercado**

Attend Sequential Oral Sensory conferences in Allentown, PA, to better integrate sensory, motor, behavioral and nutritional approaches that help students with special needs achieve improved educational outcomes.

**Russell Messer**

Observe in Vaaksy, Finland, teaching strategies for student-centered classrooms in which special and regular education students take a more active role in learning to implement best practices, specifically in the areas of language arts and STEM.

**Kathleen Miller**

Explore the culture of Peru with the intention of bringing back and sharing the practical use of science, technology, engineering, art and math by the Incas and contemporary Peruvians for a diverse population of students to experience and apply to their own thinking and learning.

**Joseph Miller**

Complete Oxford University's International Politics Summer School program to help develop students' global awareness that results in engaged, informed citizens and critical consumers of information.

**Alyssa Miller**

Experience landmarks and UNESCO World Heritage Sites across France to integrate contextual components into French language classes at an International Baccalaureate Candidate School.

**Sabrina Miller**

Volunteer with Earthwatch Expedition's "Australia's Changing Islands" effort to assist scientists measuring the effect of climate change on plant and animal biodiversity on St. Bees Island and teach students about ecological sampling and land management strategies for preserving biodiversity.

**Christian Miller**

Research European Romantic literature by exploring historical sites, meeting with experts, and experiencing the natural landscapes to learn how different perspectives helped inspire American Transcendentalism and to relay to students how literature can impact their own sense of stewardship of the natural world in their own community.

**Melanie Miller**

Enroll in classes at London's English-Speaking Union, study in Scotland the setting of Macbeth, and research in Ireland the lives and works of Joyce, Heaney, and McCourt to further students' cultural understanding of literary works.

**Melissa Morales-Reyes**

Participate in The Creativity Workshop in Crete to enhance the district's new social/emotional curriculum with tools that help students process academic and emotional demands experienced in and out of school.

**Katherine Morgans**

Take intensive Spanish classes and study Central American history and culture in Guatemala, to improve language skills and enhance cultural knowledge that subsequently improves relationships with Spanish-speaking students and families at a dual immersion school.

**Lauren Morrison**

Participate in the the Cuauhnáhuac Instituto Spanish language and Mexican culture program in Cuernavaca, Mexico, to better communicate with Spanish-speaking students and families, develop culturally appropriate curriculum, and share knowledge with other educators.

**Kelly Munkwitz**

Research how educators in China and Japan provide math instruction, focusing on the balance between authentic learning and test preparation, to advance International Baccalaureate students' achievement and motivate their persistence in problem solving.

**Jane Murphy**

Participate in "Ancient Greek Religion in Situ" seminar through the American School of Classical Studies in Athens, Greece, to develop learning that engages seniors with real-world issues in "The Iliad" and "Oedipus the King."

**Brett Murphy**

Explore how resistance to slavery in Brazil was influenced by African culture to expand a collection of primary and secondary sources that will promote critical literacy skills and broaden students' knowledge of Africa and Latin America.

**Laura Murphy**

Complete the "Happy Educators Change the World" mindfulness seminar in Centro AVALOITA, Italy, to learn from experts from around the world how to shape the social and emotional growth and, consequently academic learning, of Kindergartners.

**Douglas Murphy**

Attend a language and cultural immersion program in Costa Rica to better understand and connect with our school's growing Latino population and bring together the English and Spanish language learners in our school.

**Jessica Murray**

Participate in The Creativity Workshop in Crete to enhance the district's new social/emotional curriculum with tools that help students process academic and emotional demands experienced in and out of school.

**Kandy Myers**

Participate in Leipzig, Germany's BachFest to gain an active perception of Baroque music and its composers and connect this genre of musical history with the community's Germanic culture to preserve and promote its heritage.

**Samsun Nahar**

Investigate in Bangladesh, Nepal, and Indonesia the impacts of earthquakes and floods, as well as steps people take to reduce impacts of these natural adversities, to create a culturally-relevant and design-based curriculum for middle school students comprising New York City's only Transitional Bilingual Bangla Program.

**Kimberly Narciso**

Participate in the Creativity Workshop in Barcelona, Spain, to acquire strategies that foster creativity, engagement and a love of writing in the classroom.

**Christopher Neal**

Research in Guam, the Philippines and Hawaii the modern and historical relationships between the United States and its territories to develop an interactive unit on American territories that improves student achievement.

**Amber Neal**

Experience Tanzania's history, language, culture and educational climate to deepen understanding of African refugee students and develop learning experiences that enhance global awareness, celebrate cultural differences and enrich classroom discourse.

**Jennifer Nelson**

Experience the Mindfulness for Teachers Training at the Omega Institute in Rhinebeck, NY, and the Teaching with Poverty in Mind Workshop in San Antonio, TX, to better reach and teach students in their individual classrooms, their schools and their communities.

**Andrea Nicholson**

Attend The Creativity Workshop in Barcelona to learn and share strategies of seeing and expression that will inform a daily 15-minute practice that helps students integrate creativity into their lives and learning.

**Melinda Nokes**

Witness through IMPULS Lesson Study Program at Tokyo Gakugei University the practice of research lessons/post-lesson discussions and implement the technique for more engaging and effective instruction.

**Gage Norris**

Research in Cape Verde the impact of colonialism on its culture and language to work toward creating a welcoming and social justice-oriented school community where students emigrating from there feel valued and empowered.

**Keely Norton**

Attend the International Society for Technology in Education conference in Chicago to create a library environment that increases teachers' comfort-level with technology and supports student growth and engagement in the classroom.

**Dovie Nuckolls**

Participate in Steve Spangler's Science in the Rockies workshop in Denver, CO, to incorporate hands-on activities into learning that will expose students to the excitement the field of science holds.

**Wendy Oakes**

Research historical landmarks, museums and archives relevant to the dynamics between the United

States and Great Britain to enhance student understanding of America's beginnings and inspire students to be fair-minded researchers and be critical consumers of information.

#### **Lauren O'Gara**

Deepen literacy instruction by attending the Teachers College Summer Reading program at Columbia University in New York City to then empower bilingual learners and inspire empathy and advocacy within students.

#### **Tameka Olsen**

Join the Steve Spangler Science at Sea expedition to the inland passage of South East Alaska to strengthen approaches to Next Generation Science Standards and support student learning surrounding geology, geography, animal science and life cycles.

#### **Margaret Owens**

Complete intensive Spanish lessons in San Juan, Nicaragua, while also interviewing local teachers and observing their math instruction in local primary and high schools to more effectively serve English Language Learners emigrating from this area.

#### **Kathryn Owens**

Attend the American Association of Teachers of French's annual convention in Martinique to refine teaching strategies with global peers and document the French-speaking island's multicultural heritage with language students.

#### **Beth Pachas**

Document the daily life, as well as the history of Peruvians to collect interviews and artifacts that infuse a Spanish language elective with cultural knowledge in an authentic manner.

#### **Jill Padfield**

Research in New Zealand, Australia and Singapore sites pertaining to biophilic and sustainable design in architecture and in schools to inform a math-driven proposal created by sophomore English and Math students on the construction of a new school building.

#### **Erica Pastor**

Research the folklore and history of Cape Verde through interviews with artists, entrepreneurs, laborers and scholars to create literacy resources for a pilot school serving a student population that largely emigrated from the island nation.

#### **Matthew Paterakis**

Investigate Norway's adoption of the Three Pillars of Sustainability (environment, society and economics) to engage middle school students in climate change awareness and environmental advocacy.

#### **Regena Pauketat**

Enroll in Spanish language and cultural immersion classes in Oaxaca, Mexico, to build a culturally relevant curriculum that engages students in core classes, serves English Language Learners, focuses on the intersection of art and activism, and extends communication and relationships with Spanish-speaking families.

**Nikki Pease**

Explore the historical and cultural influences in Europe that inspired fairy tales, folklore, and mythology to better provide students with context and to more effectively engage students in fictional reading and writing.

**Brian Peck**

Experience language and cultural immersion within a Honduran Garifuna village to improve personal understanding of this unique Afro-Latino community fighting for ancestral lands and produce a novel with accompanying digital curriculum for novice Spanish students about the African diaspora in Latin America, human rights and Honduras' current crisis.

**Alexander Pelissari**

Explore two regions of India, particularly the impacts of colonization and the caste system, to create learning stations that push seventh graders at an International Baccalaureate school to more readily absorb thematic learning and global mindedness.

**Erin Pelletier**

Gather phenomena from and deepen knowledge of Hawaii, which represents 8 of the 13 worldwide climates, to strengthen student learning around Earth's Major Systems in a way that aligns with Next Generation Science Standards.

**Warren Pemsler**

Explore London's street art, contemporary art, and theatre communities to develop in-depth units about playwrights and artists that prepare students to create four large, school murals in collaboration with Boston Public School's pilot Fab Lab.

**Kimberley Perschmann**

Complete literacy training at the Teacher's College Reading and Writing Project at Columbia University to explore the central role of curriculum development and planning and implement comprehension strategy instruction, student-centered learning, and methods for holding students accountable.

**Christa Phillips**

Compare and contrast the culture, natural resources, and geography of Hawaii with the school community's to create an integrated unit that increases students' curiosity, global awareness, appreciation of diversity, and helps make connections between people and their environment.

**Holly Pinto**

Achieve Spanish proficiency after completing a language immersion program in Oaxaca, Mexico, to better assess, diagnose and treat Hispanic students with speech and language disorders through an Early Intervention Program.

**Ryan Pleune**

Investigate language, culture and ecology intertwined in Gaelic to experience minority language revitalization, uncover implicit biases as a white teacher and unconscious oppressor in a monolingual culture and develop a unit for my curriculum that more effectively engages language and cultural minority students and their families.

**Kristen Polotsky**

Track primates, collect data, and interview community members in the Budongo Forest in Uganda to help determine if climate change is the cause of declining food in the region and develop an inquiry based science project about climate change that prompts meaningful conservation actions.

**John Powers**

Attend the Free Writing Intensive at the University of Iowa's Summer Writing Festival to learn strategies for strengthening students' ability to generate fresh and engaging writing topics they can more deeply develop.

**Megan Prescott-Ezickson**

Study gamelan music in Bali, Indonesia, to bring this art form back to the classroom and inspire community, mindfulness, and musical creativity.

**Ariadne Prior-Grosch**

Explore geological phenomena of South America, including volcanic activity, hotspots, plate tectonics, glaciers, and associated ecosystems, to enhance earth science curriculum with inquiry-based exploration of topics and artifacts.

**Brandi Prunte**

Attend the American Association of Teachers of French's annual convention in Martinique to refine teaching strategies with global peers and document the French-speaking island's multicultural heritage with language students.

**Michael Prutz**

Attend the Special Olympics' 50th Anniversary in Chicago, IL, to learn best practices for inclusion of special education students in PE classes and create an atmosphere in which all students are more at ease and benefit from each other's presence.

**Casey Quirarte**

Experience Italian works of art, architectural marvels, and civil works projects dating from the Ancient Roman era through the Renaissance and modern times to provide a rich, multidimensional context for the development of interdisciplinary course readers and materials for the 6-8 grade Humanities program redesign.

**Jenny Quirindongo**

Investigate how human rights violations compare in Brazil, Argentina, and Chile to consider how people have attempted to reconcile atrocities and combat future violations to

**Bethany Raimo**

Attend the Summer Literacy Institute: Thinking, Talking, and Writing about Reading in a Literacy Classroom at the Lesley Center in Cambridge, MA, to learn highly effective and most updated reading strategies for K-5 students to implement directly and to teach educators within the K-12 district

**Sylvia Rajska**

Embark on an Arctic expedition to the Spitsbergen archipelago between Norway and the North Pole to, collect artifacts and information that will inform science unit for elementary students and their parents.

**Grace Randolph**

Complete the Orton Gillingham Training Institute of Multisensory Education workshop in Boston to help English Learning and Special Education students develop phonological awareness, letter knowledge, and fluency to realize more success in their general classrooms.

**Rachel Rapee**

Attend the iTeach1st! conference in Las Vegas to gather research-based learning strategies for improving early childhood education among peers and for students.

**Meghann Redman**

Research in the Florida Keys the ecological impacts of Hurricane Irma to lead student learning around biodiversity and community interactions following a large scale natural disaster and prepare them as environmental change agents.

**William Reed**

Research strategies for adaptation to and mitigation of climate change in Northern Europe to develop a problem based learning unit that facilitates climate literacy and empowers students to understand and solve global problems through a local context.

**Kaylan Reinisch**

Research Italian cultural practices that lead to longevity and inform the design of a unit that teaches and promotes habits of holistic, healthy living.

**Suzanne Reiss**

Explore the culture, history, and landscape of celebrated British authors from a variety of genre to increase students' passion for reading and create meaningful connections between their personal lives and influential characters in literature.

**Rebecca Richardson**

Complete a homestay in Dordogne while exploring the region of Provence to and create authentic, real-world art and aesthetics themed units for a new AP French program.

**Caitlin Rickus**

Interview environmental scientists along the West Coast, participate in the San Diego Zoo's Teacher Workshop in Conservation Science and conduct citizen science research on whale sharks through Vermilion Sea Institute's Stars to the Sea, to create learning that engages high school students at the district's alternative dropout prevention school.

**Elizabeth Rimkunas**

Research and document historic sites and museums in Washington DC to develop learning around the notion of national identity and promote active student citizenship.

**Lynn Ritter**

Attend the Conscious Discipline Summer Institute the in St. Albans, VT, to develop the skills necessary for helping increase students' self-efficacy.

**Lucia Roberts**

Participate in the Institute for Multi-sensory Education's Orton-Gillingham Training in Breckenridge, CO, to provide struggling readers from various cultures and academic abilities with engaging literacy instruction.

**Sara Robertson**

Explore the relationship between Shakespeare performance and education through a seminar at Stratford-Upon-Avon and the International Shakespeare Festival in Copenhagen to create learning that reduces students' resistance to the genre and makes the Bard more relevant to their lives.

**Jennie Robinette**

Document the daily life of children and adults in Nepal and India to demonstrate student similarities/differences, develop an appreciation of diverse cultures, and create opportunities for international collaboration in the future.

**Allison Robinson**

Travel Route 66, tracing the steps of "Okies" before me during the Great Depression, to replicate the experience of Steinbeck's Tom Joad and connect English III and AP classroom curricula.

**Mary Jane Rodgers**

Study the roots of American string fiddling through the exploration of Celtic music at festivals in Scotland and Ireland to teach elementary students about stylistic interpretation indigenous to the genre.

**Susan Rodrigues**

Complete the "Happy Educators Change the World" mindfulness seminar in Centro AVALOITA, Italy, to learn from experts from around the world how to shape the social and emotional growth and, consequently academic learning, of Kindergartners.

**Lourdes Rodriguez**

Explore with conservation experts the rich biodiversity of and preservation initiatives in Uganda to create a high-interest, inquiry-based unit, with a call to action, for our middle school students.

**Desiree Roffers**

Experience linguistic and cultural immersion in multiple French communities to strengthen proficiency and further develop students global literacy through the study of a language and culture.

**Jillian Romann**

Experience Costa Rica's landscapes and animal and plant life to gain deeper knowledge of fourth grade Next Generation Science Standards relating to earth, physical and life sciences and help students compare this biome to their local surroundings in the development of an environmental action plan.

**Lisa Rosado**

Learn about the culture, everyday life, fairy tales, and geography of the Vikings and people of the Scandinavian countries to create lessons for social studies and Global Community classes.

**Amy Rose**

Embark on a study tour of Rome and Campania, Italy, designed for and taught by high school Latin

teachers to enhance curriculum with contextual knowledge and modernize antiquated Latin teaching methods with Comprehensible Input practices.

### **Layne Rose**

Attend the Space Port Conference for Educators at Kennedy Space Center to enrich a space colonization unit for fifth graders focused on problem solving and inquiry based learning.

### **Cynthia Russell-Williams**

Explore social justice as presented through the Scottish Fringe Festival in Edinburgh and the Globe Theatre and Hip Hop Shakespeare Company in London to help students identify parallels between literature and their own lives and develop courage to face challenges presented by societal expectations.

### **Barbara Sabellico**

Trek the trails of 13 national parks in 5 states as citizen scientists, researching the health benefits and motivating factors of hiking in nature, to support a physical education curriculum that combats students' sedentary lifestyles and excessive screen time.

### **Amber Sahr**

Develop proficiency with the Units of Study curriculum at the Teacher's College Reading and Writing Seminar at Columbia University to lead the school's implementation of the the material and help students become better readers.

### **Sara Saltman**

Trace the journeys of Hmong women from Laos, to Thailand and eventually to the United States to develop an Ethnic Studies unit exploring Hmong history through reading, writing, and art with a focus on the global experiences of women and girls.

### **April Sanders**

Attend the Summer Literacy Institute: Thinking, Talking, and Writing about Reading in a Literacy Classroom at the Lesley Center in Cambridge, MA, to learn highly effective and most updated reading strategies for K-5 students to implement directly and to teach educators within the K-12 district

### **Janayra Santiago**

Examine the communal and environmental impact of upcycling among indigenous peoples of South America to engage students in a cross-disciplinary, problem-based unit on sustainable practices.

### **David Savage**

Research Bhutan's unique approach to governing and schooling centered around the concept of "Gross National Happiness" to inform a year-long unit for students who seemingly grow more cynical and depressed each year.

### **Daniel Sawyer**

Examine remembrance and memorialization of the Spanish Civil War, the Second World War and the Holocaust by analyzing museums and memorials of the wars in Spain, Germany and Italy and using the information to create a project in which students research an event and design a museum or memorial.

**Kathleen Saxon**

Experience landmarks and UNESCO World Heritage Sites across France to integrate contextual components into French language classes at an International Baccalaureate Candidate School.

**Kara Scagliola**

Attend the 4th International Colloquium on Languages, Cultures, Identity in Schools & Society conference in Soria, Spain, and participate in a language immersion course in Barcelona to further develop language acquisition strategies and acquire skills to create individualized plans for a diverse population of intervention students.

**Brian Scannell**

Research Bhutan's unique approach to governing and schooling centered around the concept of "Gross National Happiness" to inform a year-long unit for students who seemingly grow more cynical and depressed each year.

**Ingrid Schaeffer**

Study the Michael Chekhov method of actor training at an international workshop hosted by Connecticut College to integrate this technique into the theatre department curriculum at an arts magnet high school.

**Sheila Schatzke**

Explore Antoni Gaudí's artistic imprint on Barcelona while taking mosaic classes with local artist Livia Garretta to inform a student mosaic project for the school's atrium.

**Elizabeth Schibuk**

Document the human impact of an increasingly warming planet by researching Hurricane Maria aftermath in Boston to create eighth grade STEAM learning that applies artistic practices to the interpretation and modelling of climate science data.

**Dana Schreiber**

Attend the International Positive Education Network's World Positive Education Accelerator: 2nd Festival of Positive Education + Appreciative Inquiry Summit in Fort Worth, TX, to refine personal math intervention program based on educational neuroscience and positive psychology and further apply strategies that break students' cycle of failure stemming from a negative fixed mindset associated with mathematics.

**Christopher Schroeder**

Document the human impact of an increasingly warming planet by researching Hurricane Maria aftermath in Boston to create eighth grade STEAM learning that applies artistic practices to the interpretation and modelling of climate science data.

**Rita Schubert**

Embark on a language and cultural immersion experience in Peru and Chile to improve our Spanish communication, raise cultural awareness, and gain engaging and effective instructional strategies

**Terri See**

Explore Antoni Gaudí's artistic imprint on Barcelona while taking mosaic classes with local artist Livia Garretta to inform a student mosaic project for the school's atrium.

**Carla Seeger**

Complete an immersive Spanish language program in Madrid before joining The Creativity Workshop in Barcelona to support relationships with Spanish-speaking students and learn tactics for strengthening their perseverance in the face of academic challenges.

**Lauren sheehan**

Research in the Florida Keys the ecological impacts of Hurricane Irma to lead student learning around biodiversity and community interactions following a large scale natural disaster and prepare them as environmental change agents.

**Meaghan Sheehan**

Attend the 2018 Choral Institute at Oxford University to hone conducting skills and improve instruction of middle school students at an arts magnet school.

**Khristine Sherman**

Participate in the Creativity Workshop in Barcelona, Spain, to acquire strategies that foster creativity, engagement and a love of writing in the classroom.

**Kara Sievel**

Learn mindful living and leadership techniques at the Mindfulness Clinic in Bali, to aid in the creation of innovative training for teachers and an effective social emotional learning curriculum that focuses on reducing stress and building greater self-awareness in order to effectively strengthen the social, emotional and academic needs of students

**Elizabeth Simison**

Embark on a physical and mental journey of more than 300 kilometers along the Camino Frances in Northern Spain to craft a unit that empowers students to find their voice, identify individual paths, and value those chosen by others through their lives.

**Elizabeth Simonen**

Scuba dive Australia's Great Barrier Reef to collect data regarding the impact of climate change and develop real-world learning for AP Statistics and Algebra students.

**Alicia Sirois**

Explore social justice as presented through the Scottish Fringe Festival in Edinburgh and the Globe Theatre and Hip Hop Shakespeare Company in London to help students identify parallels between literature and their own lives and develop courage to face challenges presented by societal expectations.

**Abbe Skinner**

Participate in BoomShake's street drumming course in Oakland, CA, to design and implement a similar multicultural music/movement as an extracurricular opportunity for diverse K-8 students to explore and develop their identities.

**Katherine Smallidge**

Attend the 33rd World Conference of the International Society for Music Education in Baku, Azerbaijan, to ascertain best practices for incorporating into elementary music classes inquiry-based learning and 21st century skills from multiple perspectives rooted in diverse musical experiences.

**Peggy Smigel**

Embark on a physical and mental journey of more than 300 kilometers along the Camino Frances in Northern Spain to craft a unit that empowers students to find their voice, identify individual paths, and value those chosen by others through their lives.

**Deanna Smith**

Document the educational systems and cultures of Singapore and the Philippines to expose students to circumstances of their global peers and emphasize that the world is much larger and distinctive than the city in which they live.

**Amanda Smith**

Document New Zealand's ecology and conservation efforts to enrich science instruction and promote sustainable lifestyles among my students in a dual-language school.

**Joseph Sopko**

Work with the Data Analytics department of the Sydney Swans Football club to observe how mathematics, statistics and data analysis are used in a variety of real world applications and update curricula to make math more relevant and meaningful to students.

**Lauren South**

We will explore Spain and France and learn the creative processes of Pablo Picasso and Ernest Hemingway. We will use them as models to capitalize on the connection between Art and English and discover the tools necessary to utilize art as a way to teach students how to create original visual and written narratives.

**Sam Starsiak**

Attend a workshop on design, installation and management of small-scale regenerative agricultural techniques that support rural development at the Ridgedale Farms in Sweden to teach these techniques with students in Title I district charter school in Northern New Mexico.

**Rosemary Steck**

Participate in a Spanish language and culture exchange in Costa Rica to become more aware of issues facing an increasing Latino student population and improve schoolwide empathy and diversity.

**Leah Stephens**

Attend the World Music Drumming workshop in Lisbon, Portugal, to particularly improve knowledge of African and Caribbean drumming, movement, and singing and cultivate opportunities for diverse students to collaborate their peers in a meaningful way.

**Elliott Stern**

Embark on a road trip through the American Deep South and Appalachia, visiting high schools in the KIPP Regional Network and attending local city council meetings, to experience America's political and cultural diversity, offer students a more complete and balanced picture of American politics, and foster empathy and understanding for the views and ideas of others.

**Barbara Stiles**

Attend the World of Wonder International Nature-Based Early Learning Conference in Chicago foster

students' curiosity about the natural world, assist their self-regulation and reduce the incidents of elopement from the classroom.

**Meagan Stoldt**

Attend yoga workshop for elementary teachers and explore Costa Rican culture and wildlife.

**Susana Stringer**

Research in Cape Verde the impact of colonialism on its culture and language to work toward creating a welcoming and social justice-oriented school community where students emigrating from there feel valued and empowered.

**Daniel Sullivan**

Film in Japan a documentary on Tetsuya Miyamoto, inventor of the KenKen logic puzzle, to document for fellow educators the concepts of lesson structures and cognitive load and also create related learning for film, math and humanities students in an arts magnet high school.

**Helen Sullivan**

Conduct School visits in multiple locations across the Dominican Republic to observe ESL teaching methodologies and create best practices for dual-language instruction for the large percentage of students emigrating from there.

**Michael Sustin**

Investigate with professional scientists and interpretive naturalists from National Geographic the diverse ecosystems of the Galapagos Islands to draw parallels with local issues in Environmental Science, Earth & Space Science and General Chemistry classes and also develop a summer student ecology expedition program.

**Gabriela Tallent**

Analyze the harvesting and steam distillation processes of hybrid and genetically modified lavender plants in Mona, Utah, and Provence, France and compare the farming customs and traditions in different countries and cultures that determine the qualities of the finished product.

**Aaron Talley**

Explore Japan's most prominent anime/manga museums to develop a multimedia unit for students to understand the global appeal of the art form and why it is so influential to western culture.

**Vandana Taneja**

Embark on a language and cultural immersion experience in Peru and Chile to improve our Spanish communication, raise cultural awareness, and gain engaging and effective instructional strategies

**Susan Tarson**

Explore and perform the music, dance, art, and traditional West African culture of Dzodze, Ghana, to promote awareness, accessibility and appreciation for Ewe culture through the visual and performing arts with students, colleagues, and the school community.

**Phillip Teague**

Visit registered Dark Sky sites to learn about the impact light pollution on wildlife and human health and develop lesson plans that simultaneously educate students and make them better global environmental stewards.

**Bethany Teeple**

Attend yoga workshop for elementary teachers and explore Costa Rican culture and wildlife.

**Elaine Temel**

Explore sites in England and Ireland known for inspiring well-known children's authors to design a creative writing unit on personal narrative, poetry and narrative writing that assists students in discovering stories their homeland inspires in them.

**Susan Tenon**

Observe in Vaaksy, Finland, teaching strategies for student-centered classrooms in which special and regular education students take a more active role in learning to implement best practices, specifically in the areas of language arts and STEM.

**Laurie Thackery**

Explore the cultural crossroad of Morocco to learn about its people and culture; document first-hand learning in photos and videos to create a unit of study on Global Citizenship which introduces students to Islamic history and culture in order to build cross-cultural understanding, empathy, and knowledge.

**Debra Thibault**

Complete a homestay/school visit experience in London under the direction of international speaker, author and third grade teacher Kayla Denzler to establish a global interchange with students there and support a school emphasis on global education.

**Kimberly Thibeau**

Complete 200 hours of yoga training through Breathe for Change in New York City and introduce mindfulness into a school community experiencing high levels of stress from the opioid epidemic and social media use.

**Lindsay Thornquist**

Observe best practices among dual language schools in Costa Rica to strengthen English Language Learner literacy and create a classroom culture in which all students are appreciated and validated.

**Anne Tickell**

Complete language and cultural immersion classes in Guatemala & Oaxaca, Mexico, to improve communication between students, parents, and teachers around issues of health and wellness and also facilitating cross-cultural exchange through language and food.

**Monique Tobet**

Complete training at the Alchimia Contemporary Jewelry School in Florence, Italy, to learn design and manufacturing skills that will inform a summer enrichment experience for under-served students and help them make connections between art and math.

**Tonya Tobey**

Attend the Yandara Yoga Institute Teacher Training in Baja California, Mexico, to help high school students cultivate a lifelong ability to independently maintain physical and psychological well-being through healthy stretching and breathing exercises.

**Anne Tomalin**

Join the University of North Carolina's World View China Study Visit Program for educators, to observe

China's educational practices and spark ideas for more effectively supporting the school's Asian refugee students.

**Jennifer Toner**

Examine carbon dioxide data and coastal barrier solutions at the world's premier monitoring station at Hawaii's Mauna Loa Observatory to create a project that tasks students with engineering an artificial reef for the community.

**Melissa Torrente**

Research lesser known triumphs and tragedies associated with World War II in Eastern Europe to broaden students' exposure beyond their "vanilla world" and provide primary sources that enrich National History Day research and projects.

**Patricia Tracey**

Explore alongside teachers from around the world Hawaii's dormant and active volcanoes to create engaging STEM learning that incorporates real-world data and also aligns with Next Generation Science Standards.

**John Tracey**

Explore alongside teachers from around the world Hawaii's dormant and active volcanoes to create engaging STEM learning that incorporates real-world data and also aligns with Next Generation Science Standards.

**Lisa Trebtoske**

Study multiculturalism in Western Europe and the methods used by human rights organizations, museums, and educational institutions to promote tolerance to develop a school-wide social justice curriculum focused on global awareness and student advocacy.

**Christine Troup**

Complete the Creativity Workshop in Barcelona before setting out to explore Western Europe's UNESCO World Heritage Sites to shore up a freshman level geography course with geospatial technology and personalized learning.

**Zachariah Tufts**

Explore and investigate significant castles and surrounding areas in Germany, the United Kingdom, and Ireland, to bring authenticity to locations, as well as current and past ways of life considered purely fictional, broadening students' horizons and creating global citizens.

**Julie Tufts**

Explore and investigate significant castles and surrounding areas in Germany, the United Kingdom, and Ireland, to bring authenticity to locations, as well as current and past ways of life considered purely fictional, broadening students' horizons and creating global citizens.

**Elizabeth Ulmer**

Complete a homestay/school visit experience in London under the direction of international speaker,

author and third grade teacher Kayla Denzler to establish a global interchange with students there and support a school emphasis on global education.

**Linda Vaglia**

Enroll in a Spanish immersion program at the Gaia Amazon Spanish School in Ecuador in order to improve communication with students and their Spanish speaking families, and help the students improve their English language skills and build learning around the unique ecosystems and animals of the Amazon rainforest.

**Bersaida Vega**

Conduct an independent tour of Ecuador, Peru and El Salvador, documenting each country's distinct geographic, environmental and historical characteristics, to promote appreciation of and acceptance of and empathy for the school's Hispanic students, which has increased by 300% over the past three years.

**Ashley Vinhateiro**

Learn Mindfulness Based Stress Reduction techniques at a workshop in Savusavu, Fiji, to help special education students manage stressors as they focus on employability skills, social relationships and independent living.

**Thomas Vranesich**

Explore archaeological and religious sites in Egypt and Israel to gain a greater understanding of Egyptian, Jewish, and early Christian culture and strengthen my students' learning as empathetic global citizens.

**Valerie Wadycki**

Collaborate with global peers at a French Immersion Professional Development Program in Morocco to develop engaging curriculum reflective of Morocco's past traditions, history, and art as well as its present-day society, education system and cultural identity to meet the needs of World Language students.

**Kathy Wallace**

Experience the Mindfulness for Teachers Training at the Omega Institute in Rhinebeck, NY, and the Teaching with Poverty in Mind Workshop in San Antonio, TX, to better reach and teach students in their individual classrooms, their schools and their communities.

**Nicole Washington**

Attend the Teachers College Summer Reading Institute at Columbia University in New York City to deepen knowledge and application of its Learning Progressions in Reading process as the next step in facilitating multi-age classrooms as active centers of empowered learning.

**Jamey Weaver**

Attend the iTeach1st! conference in Las Vegas to gather research-based learning strategies for improving early childhood education among peers and for students.

**Meghan Webb**

Volunteer with South African educational initiatives supporting disadvantaged and multilingual students to then create a welcoming school and classroom community that enriches students' academic, social, and emotional well-being through mindfulness and creativity.

**Rolie Webb**

Observe in Singapore, the country performing at the number one level on the Program for International Student Assessment and Trends in Mathematics and Science Study, best practices of mathematics instruction for students.

**Julie Weems**

Gain wilderness skills, deepen knowledge of the taiga biome, explore art in Iceland and participate in Wilderness First Responder certification in North Carolina to expand a new artist-naturalist program for students and to improve safety during fieldwork.

**Eric Weingarten**

Research historical landmarks, museums and archives relevant to the dynamics between the United States and Great Britain to enhance student understanding of America's beginnings and inspire students to be fair-minded researchers and be critical consumers of information.

**Aimee Welch-James**

Experience Muslim culture, history, and practices throughout Morocco to dispel students' misconceptions, unveil similarities between two societies, and build a culturally-informed, accepting, and responsive school environment.

**Rebecca Wenstrom**

Research with the Churchill Northern Studies Centre in Manitoba, Canada, the evidence and impact of climate change on nearby wetlands to learn skills and methods of scientific field research and develop an authentic fieldwork component for a sixth grade earth science curriculum.

**Rebecca West**

Evaluate in Iceland, Sweden, Denmark, Netherlands and Czech Republic effective elements of sustainability to inform a student project that replicates these effective elements in small scale design to minimize human impact.

**Melanie Wettlaufer**

Attend the triennial World Down Syndrome Congress in Glasgow, Scotland, to gain a deeper understanding of academic, social and behavioral best practices for students and dialogue with international professionals on ways to increase awareness and inclusion.

**Allison White**

Canvass National Parks in the western United States, conducting a bio-blitz at each site with the iNaturalist.org app, to observe the connection between cultural stories and the science of trees and lead students in the creation of cultural stories with visual storytelling.

**Elizabeth Whiteley**

Attend the 33rd World Conference of the International Society for Music Education in Baku, Azerbaijan, to ascertain best practices for incorporating into elementary music classes inquiry-based learning and 21st century skills from multiple perspectives rooted in diverse musical experiences.

**Nancy Wiecking**

Complete literacy training at the Teacher's College Reading and Writing Project at Columbia University

to explore the central role of curriculum development and planning and implement comprehension strategy instruction, student-centered learning, and methods for holding students accountable.

**Matthew Wiener**

Participate in a meditation retreat at a Buddhist monastery in the Chiang Mai province of Thailand to create a meditation curriculum that develops students' social emotional skills for use in and out of the classroom.

**Joan Williams**

Investigate political and folkloric history of Macbeth in England and Scotland, particularly differing performance strategies and historical interpretations, to establish thematic context for existing interdisciplinary courses (AP World History/Literature) and incorporate site-based research into a new Shakespearean Performance curriculum.

**David Williams**

Attend the Teaching Shakespeare Through Performance course at the Globe Theatre in London to learn practical approaches for engaging students from a variety of backgrounds and academic levels.

**Erika Williams**

Complete a language and cultural immersion program in Peru to learn transferable language skills that facilitate relationships with English Language Learners (70% of the school) and create a cross-curricular exploration of another culture.

**Erica Wilson**

Examine the communal and environmental impact of upcycling among indigenous peoples of South America to engage students in a cross-disciplinary, problem-based unit on sustainable practices.

**Elisabeth Wilson**

Document best practices of intergenerational centers in Paris and Denmark to build a curriculum that respectfully reconnects students with their elders for progressive programming and mutually-beneficial learning.

**Anya Wislocki**

Research work of environmental activists in Bolivia and Peru while strengthening Spanish language skills to prepare newly arrived immigrant students for college study in the sciences.

**Carmen Wolf**

Investigate the culinary techniques and traditions of Italy to develop a cooking curriculum centered on the Mediterranean diet and teach students new and healthy ways of cooking and eating.

**Stephanie Wolfson**

Participate in the Yanapuma Foundation and Language School's immersion program in Quito, Ecuador, to create culturally-responsive learning for the English Language students who primarily emigrated from that country.

**Monica Wood**

Conduct School visits in multiple locations across the Dominican Republic to observe ESL teaching methodologies and create best practices for dual-language instruction for the large percentage of students emigrating from there.

### **Courtney Woolverton Martin**

Learn Spanish in Tulum, Mexico, to improve communication and collaboration with Spanish-speaking families of young children with disabilities.

### **Jacob Wright**

Complete a language and cultural immersion program in Peru to learn transferable language skills that facilitate relationships with English Language Learners (70% of the school) and create a cross-curricular exploration of another culture.

### **Tracy Wu**

Experience the successful implementation of restorative practices at schools in New Zealand, Bethlehem, PA, Oakland, CA, and Santa Cruz, CA, to strengthen an ineffective discipline system.

### **Tiffany Wylie**

Follow across Italy, Croatia, Prague and Amsterdam a route guided by students' interests and curiosity to document structures and sustainable design that will enrich STEM learning within self-contained elementary classrooms.

### **Lisa Yahola**

Conduct with local conservationists field research in Ecuador and the Galapagos Islands to create learning that compares and contrasts landlocked and island biodiversity.

### **Edwin Yoo**

Earn Rescue Diver Certification and complete Divemaster training in Honduras while conducting field research on the Mesoamerican Barrier Reef System and at the Whaleshark & Oceanic Research Center to develop culturally-responsive learning based on theoretical chemical and biological principles involved with diving and offer students "Discover SCUBA" classes at the community's YMCA pool.

### **Phillip Youker**

Interview professionals in the field of astrophysics at the astronomy research facilities at Mauna Kea and the University of Hawaii's Institute of Astronomy to design and instruct an elective that develops fosters a sophisticated comprehension of modern physics concepts and cosmology principles.

### **Allison Zaccardi**

Complete classes at the Cebanc Technical School and Basque Culinary Center in San Sebastian, Spain, and interview officials at the World Skills organization in Madrid to create opportunities for Career and Technical Education students to parlay skills into careers that are personally and financially fulfilling.

### **Mery Zaynounge**

Research the folklore and history of Cape Verde through interviews with artists, entrepreneurs, laborers and scholars to create literacy resources for a pilot school serving a student population that largely emigrated from the island nation.

### **Rebecca Zisook**

Investigate the richness of Mesoamerica's indigenous peoples first using primary sources at the Library of Congress and the National Museum of Anthropology in Mexico City, and then through language and

cultural immersion in Oaxaca, Mexico, to develop relevant, engaging inquiry units for International Baccalaureate students.

**Melissa Zych**

Attend the International Baccalaureate Global Conference in San Diego to collaborate with other IB educators and develop a stronger understanding and more frequent use of inquiry learning and teaching.