



## PRESS KIT

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## FACT SHEET

Since 2001, Fund for Teachers has granted:

\$12.5 million in fellowships to  
 3,534 K-12 educators from  
 2,127 schools that traveled to  
 113 countries on  
 7 continents

In 2009, Fund for Teachers awarded fellowships valued at \$1,629,920 to 398 teachers representing 253 schools. Following are some relevant statistics concerning those Fellows:

	Grants Awarded	Teachers Awarded	Schools	Funds Awarded
Atlanta	14	18	12	\$77,114
Chicago	23	36	22	\$153,162
Expeditionary Learning Schools	20	41	19	\$128,978
Houston	46	68	54	\$299,300
Los Angeles	7	19	7	\$49,656
Minneapolis	5	7	5	\$23,225
New York City	58	69	52	\$349,177
Oakland	11	17	9	\$72,339
Oklahoma	44	72	43	\$287,820
Rural School and Community Trust Program	11	16	11	\$62,448
Saint Paul, Minnesota	10	12	10	\$51,300
San Francisco	6	11	6	\$35,948
The Blake School, Minnesota	5	8	1	\$24,655
Washington DC	2	4	2	\$14,798
Totals	262	398	253	\$1,629,920



## QUOTES FROM 2008 FUND FOR TEACHERS FELLOWS

As educators, ancient Egypt has long fascinated us, but until recently, we've only been able to marvel at the vast and dynamic history of this place and its people from afar – through books, the Carlos Museum in Atlanta, and photos on the Web. It is with this enthrallment and spirit of inquiry that we finally set out to visit the 'real' Egypt this summer. During our travels, we immersed ourselves in the culture of Egypt in an effort to better understand whom the ancient Egyptians were, how they lived, their work practices, and religious rituals, all in the hopes of soon sharing their stories with our students.

Darlene Dobbs, Atlanta

I had been to England many times in my imagination, but I had never set foot on that magical island until the Fund for Teacher Fellowship gave me the opportunity. I have become a first-person narrator for my students because I can now relate my own experiences to the literature. Having eaten in the pub where Pepys watched the Great London Fire, having attended a Shakespearean play as a groundling, having paused by the green where Anne Boleyn was executed, I now hope my students will experience England vicariously through my eyes.

Cheryl Melton, Oklahoma

I have always been fascinated with the rich and diverse cultures of the world, especially those of my ESOL students, many whom are from Mexico and Guatemala. I wanted to experience these two worlds to better understand one part of the legacy of my students and their families. I went to Playa del Carmen to live with a Mexican family and go to Spanish classes for two weeks. Then I began a 16-day tour of five Mayan ruins sites, and several Mayan villages/towns. I now have a better sense of the significance of the intensity of the "Mexican-ness" and "Guatemalan-ness" of my students and their families. Their original homelands live within them. I am very excited about sharing my experiences and what I have learned with my students, school, and community. I also want to inspire them with my passion: travel, engage, learn, share!

Pam Slayback, Atlanta

I began to internally investigate my purpose not only as a human, but as an educator - I realized that I have not just a responsibility to teach people about the beauty and serenity of our surroundings, but an obligation to teach them how to preserve and protect them. It is as though through this fellowship I have unleashed a new passion for my life and for my time on this planet- to educate others- not based on test scores, curriculum maps, and API indexes, but based on what is due and just for the future of humanity.

Amanda Pittenger, Oklahoma

I found that looking at Dominican culture through my own cultural lens was preventing me from experiencing the richness of the culture. I am, assuredly, a more open-minded person and a more passionate traveler and learner because of this experience. My trip to the Dominican Republic has inspired me to investigate social justice as a lens for teaching history and social studies. To this end, I am currently working with my colleagues to create a new department vision that focuses on social justice and cultural appreciation

Brita Donahue, Houston

Through Fund for Teachers I was able to combine that passion and interest in a cross curricular adventure to one of the most culturally interesting and naturally beautiful places on earth. I visited the Galapagos Islands, the Amazon Jungle, the center of world, the Otavalo markets, a volcano, a volcanic crater, colonial haciendas, and toured the capital city of Quito. Because of this immersion experience, science is now more of passion than an interest.

Jimmi Cornforth, Oklahoma

Our Greek experience was a global classroom for us. It proved that the responsibility of caring for our oceans and the organisms that live there must be done world wide. This journey rejuvenated our passion for discovery and exploration of living things and we want to pass on this passion on to our students. We will share the knowledge gained from our fellowship to encourage other teachers, students and the community to become more involved in saving our environment, starting with the endangered sea turtles.

Sandra Murphy, Houston

Much like the wonders of Oz, Autism presents parents, family members, friends, and teachers with mystifying questions and the most challenging puzzles to solve. Through our fellowship, our search for answers took us to Australia, also known as Oz, to seek guidance from one of the world's leading experts in the field of Autism, Dr. Tony Attwood. The combination of Dr. Attwood's presentation and the opportunity to visit his colleague's clinic proved to be the most influential experiences my colleague or I have yet to discover. The level of understanding and the insight into the world of Autism that we have gained through this fellowship is at first overwhelming, but absolutely priceless to us on professional and personal levels.

Amy Dufrene, Houston

My job as a literature teacher is to invite my often reluctant students to participate in the act of creation through the craft of writing, their own and in the study of the masters. But there is little time to attend to my own creative impulses. This summer I not only rambled in the footsteps of great writers, but I felt the bidding of my own creative powers, and I want to summon these writers and my creative forces into the classroom. I wanted to bring the souls of these poets back to my students, to show them that these writers not only belonged to the human race, but that they wrote with intention from a full, sometimes aching heart, and a brain roiling with invention.

Patti Nommensen, Houston

I now have personal experiences inside the Roman Forum, the Colosseum, the Vatican, the ruins of Olympia and the Acropolis that I can bring to the classroom. Giving a lesson on the art and politics of the Renaissance era just became personal, like it's my story. As was my goal, I can now tell the students not just what the locations were important for, but also what they are surrounded by, the smells, the sights, the breeze, the heat, the steepness of the hills, and so forth. This was the defining moment of my teaching career.

Michael Lotz, Houston

The fellowship affected me in various ways and certainly put my research and mission as a teacher at the forefront of the public eye. Peers in the school commented often on the excitement surrounding my trip and advanced placement teachers across the social studies curriculum used my blog to advance their own classes' interest. Since my trip, I've been recognized as an author and acknowledged as an expert of the Iwo Jima campaign.

Jeff Walker, Houston

This fellowship flamed my passion for learning about our nation's history and allowed me to grow as a teacher and leader as I studied the leaders of early America. Standing in the actual buildings, environments, and cultures where events originated lead me to grow personally and professionally in respect to family, culture, and society. My connection of geography and history increased and my ability to facilitate forums and round table discussions in my classroom will change the instructional strategies that I use as I lead my classes this next year with a new found passion for learning.

Tara Willis, Oklahoma



## **LOCAL PARTNERS**

Fund for Teachers relies upon local education funds to administer the fellowship process among their local constituencies. These dedicated non-profit organizations publicize the program, manage applications from their surrounding communities and serve as the primary point of contact for selected Fellows. We are indebted to the valuable work these partners undertake to make Fund for Teachers a well-run, national program of excellence.

### **Atlanta Education Fund**

**[www.atlef.org](http://www.atlef.org)**

The Atlanta Education Fund's mission is to galvanize community support to accelerate and sustain student achievement in Atlanta's public schools. Its goal is to enhance the community's capacity to lead, support, monitor, and advocate for effective education reforms for all students of the district. The AEF will focus on two key functions to carry out its mission: keeping the public informed and involved, and supporting & leading key reform initiatives in Atlanta's public schools.

### **Boston Plan for Excellence**

**[www.bpe.org](http://www.bpe.org)**

Established by the corporate and foundation communities in 1984, the Boston Plan for Excellence is the primary partner of the Boston Public Schools in improving instruction, with a focus on school-based professional development. The local education foundation collaborates with schools to pilot initiatives that offer potential to improve instruction and with the central office to address policies that hamper schools' efforts. Led by a volunteer board of trustees, the Boston Plan also manages with the district an independent teacher preparation and certification program and hosts Principal for a Day each fall.

### **Chicago Foundation for Education**

**[www.cfegrants.org](http://www.cfegrants.org)**

Founded in 1985 by Joyce Rumsfeld and a small group of concerned citizens, the Chicago Foundation for Education (CFE) has invested more than 20 years in teachers to improve and enhance the education of Chicago's public elementary students. CFE works closely with teachers and the Chicago Public Schools (CPS) to align its core initiatives with CPS priorities and ensure that its programs directly reflect the needs of elementary school teachers. In addition to honoring exceptional teaching, CFE programs nurture the growth and development of teachers at every stage of their career. The programs of CFE play a pivotal role in increasing student achievement by creating authentic peer networks that develop the leadership of exemplary teachers to assist their colleagues in improving instruction.

## **Expeditionary Learning Schools**

**[www.elob.org](http://www.elob.org)**

Expeditionary Learning Schools Outward Bound (ELS) is a comprehensive design for creating and improving public elementary, middle and high schools that emphasize academic rigor, learning by doing, and a school culture that brings out the best in everyone. ELS is comprised of over 150 schools nationally, about one-third elementary, one-third middle and one-third high schools. In partnership with the Bill and Melinda Gates Foundation, ELS is collaborating with districts and charter boards to open 20 new public high schools around the country that provide rigorous, college-preparatory, project-based curriculum for low income students.

## **Marcus A. Foster Educational Institute**

**[www.mafei.org](http://www.mafei.org)**

The Marcus A. Foster Educational Institute is a non-profit, local education fund dedicated to supporting quality and equitable education in Oakland's public schools. Founded in 1973 under the extraordinary leadership of the late Superintendent Dr. Marcus A. Foster, the Institute supports innovative instruction and student achievement through its granting programs for teachers and schools; academic scholarships and college preparedness programs for high school students. The Institute also supports the role of the parent as their child's primary advocate, offering comprehensive parent leadership workshops that assist parents in supporting their child's academic and life-long goals. In its role as a public convener, the Institute works to strengthen business partnerships with schools and hosts a series of forums that encourage greater community participation in dialogue about issues impacting Oakland's public schools. The Institute was the first among a nationwide network of local education funds established to support the promise of public education.

## **New Visions for Public Schools**

**[www.newvisions.org](http://www.newvisions.org)**

New Visions for Public Schools, founded in 1989, is the largest education reform organization dedicated to improving the quality of education children receive in New York City's public schools. Working with the public and private sectors, New Visions develops programs and policies to energize teaching and learning and to raise the level of student achievement. The goal of New Visions for Public Schools is to ensure that all students have access to effective schools that enable them to realize their full potential and become productive citizens. New Visions works with school leaders at all levels to help ensure that students graduate from high school on time and are college and career ready. Furthermore, New Visions provides incentives and support to teachers to explore and implement new ways to engage students and increase the relevancy and rigor of classroom practices.

## **Rural School and Community Trust**

**[www.ruraledu.org](http://www.ruraledu.org)**

The Rural School and Community Trust is a national nonprofit organization addressing the crucial relationship between good schools and thriving communities. Its mission is to help rural schools and communities get better together. Working in some of the poorest, most challenging places, the Rural Trust involves young people in learning linked to their communities, improves the quality of teaching and school leadership, and advocates in a variety of ways for appropriate state educational policies, including the key issue of equitable and adequate funding for rural schools.

## **The Oklahoma Foundation for Excellence**

**[www.ofe.org](http://www.ofe.org)**

Founded in 1985 by then-U.S. Sen. David L. Boren, the Oklahoma Foundation for Excellence is a statewide nonprofit organization dedicated to recognizing and encouraging academic excellence in Oklahoma's public schools. Through its Academic Awards Program, the foundation provides nearly \$260,000 in scholarships and cash awards annually to honor outstanding graduating seniors and exceptional educators. It provides free technical support and training to local education foundations across the state and sponsors the annual Fall Forum for Local Education Foundations, held each October on the University of Oklahoma Norman campus. In addition to serving as an administrative partner for the Fund for Teachers, the Foundation for Excellence administers its own Teacher Scholarships for Professional Development Program and has recently launched the David and Molly Boren Mentoring Initiative to promote the establishment and growth of school-based mentoring programs throughout Oklahoma.



## SUPPLEMENTAL MATERIALS

### NEWSLETTERS

[Odyssey, Fall 2008](#)

[Odyssey, Winter 2008](#)

### PHOTOS AND VIDEO

[FlickR](#)

[YouTube](#)