

EL Education

2015 Fellows

This summer, 30 EL Education teachers representing 14 schools embark on self-designed learning odysseys as scholars, researchers, adventurers and Fund for Teachers Fellows. After pursuing scientific data, participating in seminars, volunteering with community organizations and observing best practices, these teachers will return to their classrooms as lead learners to inspire their students and school communities.

COLORADO

Ty Flom & Erin Zarko

Durango High School - Durango

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

Jon Exall

Odyssey School - Denver

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

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

Silverton School of Expeditionary Learning - Silverton

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

MASSACHUSETTS

Teresa Carr & Pollyanna Sidell

Christa McAuliffe Regional Charter Public School - Framingham

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



NEW YORK

Townsend West

Brooklyn Secondary School for Collaborative Studies - Brooklyn

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

Sara Boeck

Expeditionary Learning School for Community Leaders - Brooklyn

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

Chris Dolgos

Genesee Community Charter School - Rochester

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

Tamra Plotnick

James Baldwin School - New York

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

Abbie Sewall

Metropolitan Expeditionary Learning School - New York

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

Tricia Davis

Tapestry Charter High School - Buffalo

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



Jessica Mascle, Molly Rosinski & Vicki Schroeder

Tapestry Charter School (K-12) - Buffalo

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

Nina Gribetz

Washington Heights Expeditionary Learning School - New York

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

WASHINGTON

Tim Durnell, Shane Heideman

Kettle Falls 5-12 - Kettle Falls

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

WASHINGTON, D.C.

Heidi Batchelder

Capital City Public Charter School

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

Nicole Cummings

Capital City Public Charter School

Attend the American National Orff-Schulwerk certification program in Virginia to study this dynamic approach to music and movement education which fosters children's musicality, creativity, and critical thinking skills through games, chant, song, movement, folk dance, and instrumental ensembles.

Erin Thesing

Capital City Public Charter School

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