

ODYSSSEY

A PUBLICATION OF FUND FOR TEACHERS



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The Waiting is the Hardest Part

Fund for Teachers staff, local partners, and community volunteers are pouring over 1,790 teachers' applications requesting more than \$7 million in grants to pursue their self-designed professional development this summer. Check our website in April for the announcement of our 2011 Fellows and their diverse destinations.

Olé, Olé!

Mitch Pengra (Houston 2010) stands with Parish School students simulating a bull fight in Barcelona, where Mitch studied the work of Antoni Gaudi on his FFT fellowship. During a schoolwide celebration of Spain in February, Mitch's students ate Catalanian fare, wrote postcards made from Mitch's photographs, and created books using images of Gaudi's most famous works.



Bob with his guitar made under the instruction of master craftsman George Riszanyi.



Bob's student adds clamps to his hand-made dulcimer.

A Piece of π

While math enthusiasts around the world celebrate Pi Day on 3.14 (or March 14), a select group of Fund for Teachers Fellows celebrate math year-round as our Pi Society Fellows. Founded by Apache Corporation Chairman and CEO Steve Farris, the Pi Society incentivizes teachers to design and pursue math-related fellowships that will directly impact students' knowledge of concepts vital for corporate leadership. In its first two years, the Pi Society is already fueling meaningful work by its Fellows and their students.

Bob Dunn's students at North County Union High School in Newport, VT, experiment with physics under the guise of rock and roll. Last summer, Dunn enrolled in a workshop in Nova Scotia on his FFT fellowship and learned how to make musical instruments while employing mathematical concepts. Under the direction of craftsmen who built guitars for Keith Richards and James Taylor, Dunn developed skills (and instruments) that served him in creating a math class, "Making Musical Instruments." In designing and building their own instruments, students considered amplitude and sound wavelength, and selected woods based on their research. A colleague of Dunn's also created a math unit which

focused on calculating the placement of dulcimer frets based on string length. In February, before an audience of parents, faculty and peers, students shared their scientific findings and musical skills on their own hand-crafted dulcimers.

Additional Pi Society Fellows include: Mike Beebe, Littleton, NC, who visited renewable energy technology centers across America to observe, research, and develop a standards-aligned project-based Algebra II curriculum; Padma Rayalla, Atlanta, GA, who observed mathematical teaching and assessment strategies in Bangalore and Hyderabad, India, to implement with International Baccalaureate students; Rebecca Brink, Necedah, WI, who attended the conference "History" and Epistemology in Math Education in Vienna, Austria, followed by an exploration into the lives of early mathematicians in Athens, Greece, to incorporate the history of mathematics and culture into current curriculum; and Richard Saxer, York, NE, who observed geometry's relevance and application in prehistoric sites, architectural designs and art displays throughout England and Ireland.

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From the Executive Director



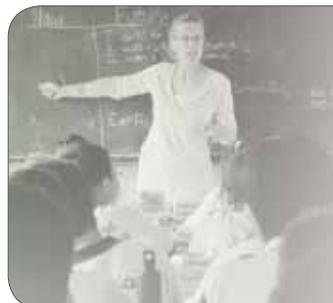
The state of education in America is front and center in the media and public discourse right now. Amidst fears surrounding student achievement, doubts about teacher effectiveness and serious talk of cutting national and local education budgets, Fund for Teachers remains an advocate for teachers and the students they inspire. We continue to pursue our mission: Giving teachers the money and autonomy to design and pursue their own learning to benefit themselves and their school communities. Our goal and expectation is that teachers, when empowered as lead learners, will deliver better instruction to more engaged students.

Despite gloom and doom reports, a remnant of people continue to support teachers at the grassroots level. Fund for Teachers extended the opportunity to pursue Summer 2011 fellowships to teachers in 42 states – 1,790 teachers responded, evidencing a desire to enhance 914 schools with their continued learning. Subsequently, almost 400 community and corporate volunteers read and scored these applications, donating their time to support teachers' pursuit of knowledge. As we go to press, the final granting decisions still outstanding, we anticipate awarding approximately \$1.8MM in teacher grants. Teaching and learning will change, as will the teachers and the learners. That's GOOD educational news.

Many people voice the desire for students to be global citizens; no one will debate the need to realize one's place in our complex social, political and economic network. Those largely charged with this cultivation are teachers. I am gratified to know that 4,000 of those teachers – our Fellows from the past ten years – are doing so using their experiences in 151 countries on every continent. Their students will benefit from a unique, informed perspective of a teacher who can claim global citizen status.

Recognizing the high stakes game being played out in our classrooms, Fund for Teachers, with the help of our volunteers, partners and supporters, will continue to work relentlessly to provide meaningful learning experiences for teachers. Please join us.

Karen Kovach Webb
Executive Director



Our Mission

Fund for Teachers enriches the personal and professional growth of teachers by recognizing and supporting them as they identify and pursue opportunities around the globe that will have the greatest impact on their practice, the academic lives of their students and their school communities.



Back in the Classroom

The Ripple Effect of One Fellowship

Molly Dengler’s elementary school special education students knew they had a lot to offer: They served their school community by creating environmental public service announcements and by designing and running the school’s recycling program. While Molly’s colleagues also undertook service projects with their classes, each teacher’s efforts were isolated and didn’t seem to cohere for the school as a whole. The missing piece at Brooklyn’s dual language PS89 was a schoolwide service-learning curriculum.

Molly’s graduate level thesis on service-learning, coupled with her ongoing research on the emerging trend of service-learning in Latin America, led her to design an FFT fellowship to work with the Latin American Center for Service Learning (CLAYSS) in Buenos Aires, an internationally-regarded community organization she long admired. During her month-long stay in Argentina, Molly interviewed community leaders, collected Spanish-language service-learning materials for her school, and met with teachers and students dedicated to fostering community service. She labored alongside special needs students maintaining community gardens, and learned from elementary school students managing a mobile library they created to combat community illiteracy.



Left: Molly (second from right) works alongside students with special needs utilizing a greenhouse to grow plants for their community.

Top: Molly’s students at PS89 head to the post office to conclude their persuasive letter-writing campaign.

“On my fellowship, I witnessed model programs in service-learning – an oral history project based on a ‘forgotten’ historic neighborhood and an entire school program designed with service-learning connections across all subjects,” said Molly. “Through CLAYSS, I forged personal relationships with leaders of Latin American service-learning pedagogy who will serve as mentors and inspiration for years to come.”

Inspired by witnessing South American students impacting change, Molly created an interdisciplinary service-learning unit for PS89 that challenged students to design and execute their own service-learning projects. In February, she led students in a persuasive letter writing campaign to create positive change in their classrooms, schools and larger community. Modeling the role of lead-learner for her students, Molly volunteered to serve as the school’s service learning coordinator, helping identify schoolwide community projects to promote sustainability.

“Just as service-learning increases self-efficacy and engagement in their communities for students, my FFT fellowship also gave me the tools to take action in my own school and world communities,” said Molly. “My belief in the power of socially conscious, student-driven learning was affirmed in Argentina and I became better equipped with a framework for systematizing this model in my classroom and school.”

Teach a Man to Fish...

One of the great powers of an FFT fellowship is that it often serves as a catalyst for continued teacher learning. A large percentage of our Fellows cite an increased confidence in their own scholarship, as well as in their confidence and likelihood to write additional grants. Such is the case with Nicole Moore, eighth grade English teacher at Almaden Country School in San Jose, CA.

Last summer, Nicole traveled to Sudan to mentor-teach at a secondary school, helping enhance her own classroom instruction while learning more about the effects of genocide. As a result of her experiences in Southern Sudan on her FFT fellowship, Nicole applied for the Carl Wilkens Fellowship through the Genocide Intervention Network, to continue expanding her knowledge of global conflicts and practice methods for educating students about such realities. The selection committee cited Nicole’s prior fellowship experience in Sudan as a motivating factor for granting this subsequent fellowship.

“My FFT grant not only directly affected my curriculum, but the experience which the grant funded has also impacted the way I view the world. It has compelled me to take a more active role in causes I believe in, and to search for the funding opportunities that help me do so,” explained Nicole. “I hope that I can provide a positive role model for my students, and show them that the material we discuss in the classroom can be applied to the world around us.”



Nicole greets a student during Market Day in the Sudanese village of Marial Bai.

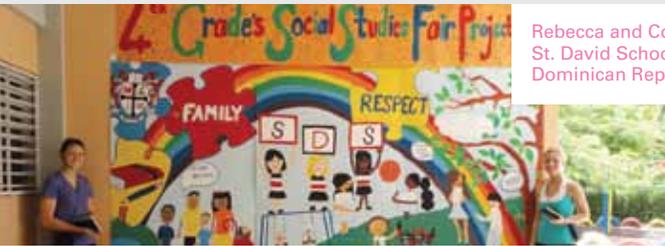
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IN THE CLASSROOM

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ellows leverage various aspects of their fellowships to add relevancy and timeliness to their classroom instruction. A quick glance at the spring calendar and one can identify a Fellow celebrating even the most obscure holiday with insights gathered on their summer learning odyssey.



Rebecca and Corey visit St. David School in Santiago, Dominican Republic.

February **27**
Dominican Republic Independence Day

"By visiting current and former students' families in the Dominican Republic, conversing with locals, and immersing ourselves within the culture, we are able to forge stronger relationships with our students, assess their performance in a cultural context, and mediate the cultural gap that can impede effective instruction. We hope that by pushing ourselves to rise to a higher potential—straying outside of our comfort zones to inspire personal and professional change—we are able to encourage our students and colleagues to do the same." **Corey Fink and Rebecca Zeigler – New York City**



28
 February

Pamela (second from left) at Grauman's Chinese Theatre in Hollywood with workshop participants.

83rd Annual Academy Awards

"I feel that filmmaking is one of the most expressive and impactful ways for students to voice their knowledge and opinions. I wanted to learn more about the industry of filmmaking so that I could bring my students a perspective beyond the media-hyped glamour of Hollywood. My fellowship allowed me to attend a film workshop and, stepping outside my comfort zone, to become a student of film within the industry in Hollywood."

Pamela Foley – Boston

March **22**
World Water Day



Jennifer plants an acacia tree for the Amboseli Reforestation Project.

"While visiting orphanages and villages in East Africa, we learned how grave the area water crisis is and its tremendous impact on school-age girls. Many of the girls spend several hours a week simply fetching water for the family and are ultimately forced to drop out of school. Moreover, the lack of water and unsanitary conditions kill thousands of African children every single day. These heartbreaking statistics have motivated us to support our students in researching the steps being taken to remedy the situation and also encourage them to bring awareness to the crisis themselves."

Melissa Sweazy and Jennifer Bartgen – Chicago



After a long day of invasive weed removal and marine debris collection on Brampton Island, Natalie takes in a sunset over Australia's Great Barrier Reef.

Evacuation of Vietnam

"To be where war happened, places like My Lai, Vinh Moc and the DMZ, was informative and heartbreaking. Veterans and civilians from North and South Vietnam shared their fears, ideas, hopes and the horror of what Americans call the Vietnam War. Written and recorded interviews, my own stories and reflections, and even a piece of barbed wire fence from the DMZ in South Korea, will spark students' interest and help them make informed choices when deciding whether or not to enlist in the military. I learned how I must stand for peace and lead by this example, both in my teachings and in the way I carry myself." **Jason Lupei – Los Angeles**

April **30**



Mr. Phong, an American War veteran, shared his experience and home with Jason.

Holocaust Remembrance Day

"I embraced the opportunity to cross Eastern Europe and add to my knowledge of the Holocaust and the history surrounding it. This experience helped me uncover details of how these events occurred and what society can do to prevent such genocide from occurring again. After my fellowship, I am able to add personal stories, pictures, journal entries, and videos to the lessons we experience to help students realize that people in different countries are people, just as we are, and we all want to be treated with respect and dignity."

Dr. Terri Edwards – Coweta, OK



Folasade visits historical Soweto, home of the apartheid movement.

February **2**
Anniversary of Apartheid's Collapse

"Our goal is that our students recognize their own power to create change and to understand that education is an opportunity. By sharing literature, letters and interviews from the schools we visited in South Africa, we plan to start a dialogue among our students about the value of education and its relevance in shaping their goals and dreams."

Anna Koch, Folasade Adekunle – Chicago

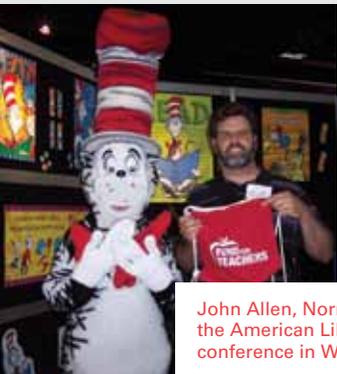


Spero greets residents at the tortoise breeding center on Santa Cruz Island.

February **12**
International Darwin Day

"My fellowship to the Galapagos Islands allowed me to blend all three of my passions - teaching, travel, and the natural world. I almost forgot how inspiring it is to see the world and meet people from different cultures. I returned refreshed and ready to bring my unique knowledge back to the classroom."

Spero Michailidis – Rochester, NY



John Allen, Norman, OK, attended the American Library Association conference in Washington, D.C.

March **2**
Dr. Seuss' Birthday



Noel and Stephanie walk through Abbeystreetwry Cemetery, a mass gravesite for famine victims.

March **17**
St. Patrick's Day

"We used to teach about Ireland's Potato Famine by relating events in chronological order, a presentation lacking raw emotion because we hadn't experienced what it must have been like for the Irish. But on our fellowship, years of pain, sorrow, suffering and sacrifice became our guide as we met, discussed and listened to the locals who bridged the past to the present. The way we deliver classroom instruction changed because we now know more and have the evidence to support our teaching."

Noel Falk and Stephanie Gallegos – Minturn, CO

April **22** **Earth Day**

"Before my FFT fellowship, I was an environmental science teacher who lacked experience in the field. I didn't know what it felt like to make purposeful efforts to improve environmental conditions and actually see the effort pay off. My fellowship provided the first-hand experience that I now bring back to my classroom and use as a visual and anecdotal platform to model, motivate, and teach."

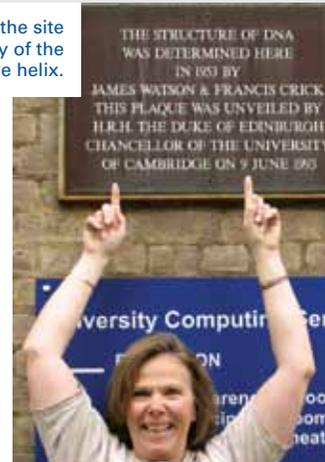
Natalie Dennison – Brooklyn, NY

April **25** **Anniversary of Double Helix Discovery**

"Attending an international immunology conference in Dublin and visiting Cambridge University and Christ's College—where Watson and Crick unraveled the mystery of the DNA double helix—allowed me to pursue a topic in great depth and to expand my knowledge base. I can now integrate new and exciting "real world" examples into my AP Biology classes and provide an historical context in the classroom to cement deeper student understanding of the scientific process."

Deborah Weiss – The Blake School, Hopkins, MN

Deborah at the site of the discovery of the DNA double helix.



May **1**
Terri stands by a railcar used to transport Jewish people to Auschwitz.



Johanna gazes through a telescope at Griffith Observatory in Los Angeles.

May **7** **Astronomy Day**

"By giving me the opportunity to visit astronomical institutions and meet with enthusiastic scientists and engineers eager to share their work, my fellowship experience will expand students' understanding of the tremendous breadth of possible careers in the sciences, help them understand how science research is funded, and introduce them to the broader picture of how space science is planned and managed on a national level."

Johanna Mendillo – Boston



Pam visits her grandfather's gravesite in Epinal, France.

May **30**
Memorial Day

"Heading into France to focus on World War II studies, I made a connection with the grandfather I never knew by retracing the steps of his regiment as they advanced across France and into battle. I talked with an individual who remembered the regiment coming into their village, stood at the place where my grandfather gave his life for our freedom, and paid my respects where he was laid to rest. The experience of having walked where those brave men walked and understanding the obstacles they faced for our freedom was a privilege and helps me teach with great passion the events of WWII."

Pamela Williamson – Phenix City, AL

A Wisconsin Teacher's POV

As tension heightens between public workers' benefits and state budget shortfalls, most recently in Wisconsin, teachers continue to welcome students into their classrooms each morning. In a phone interview, Rachel Swick, science teacher at Lakeview Elementary School in South Milwaukee, shared how vital FFT grants are in light of the volatility facing teachers.

What is life like for a Wisconsin educator right now?

"I've never seen so many highly educated professionals in turmoil. Among the 98,000 educators in Wisconsin, it's widespread panic. We teach because we love the kids; they take your mind off of the crisis and you do the best you can. I'm not saying that unions are always right – I believe there are plenty of ways to modernize the system. However, it's tragic to see teachers treated this way and it's increasingly difficult to gear up to teach when you feel so unsupported. Perhaps really good change can come out of this, but I'm not sure how healing will happen when teachers feel completely undervalued."

In light of these conditions in Wisconsin, what value do you see in a FFT grant?

"At a time when I see the institution of teaching under attack, it's incredible to know that there's an organization that loves teachers and believes in our life-long learning. Fund for Teachers supports and validates teachers, giving us resources and opportunities to learn. Any professional development Wisconsin teachers do now focuses on common core standards and curriculum. But Fund for Teachers asks educators what we need to re-energize and improve, saying 'If you can dream it and write it up, then we'll help you do it.' My fellowship to Australia is the greatest thing I've ever done and continues to impact students district-wide as I share my experience and resources with other teachers."

Rachel with the Aboriginal tour guide who taught her about life in Australia's Daintree Rainforest.



Re-Introducing Space to Christa McAuliffe School

Christa McAuliffe's passion for engaging students in space science is evident at the school bearing her name in Framingham, MA – but this was not always the case. Only two years ago, students at the Christa McAuliffe Regional Charter Public School received unacceptable scores in the space science portion of a state mandated test. Supported by an FFT grant, the school's life science teacher commandeered the space science curriculum. As a result, in honor of the 25th anniversary of the Challenger tragedy, Dan Anderson's students presented semester-long space research projects to McAuliffe's hometown community at the Christa McAuliffe/Challenger Learning Center on the campus Framingham State University (FSU), McAuliffe's alma mater.

"Although named for Christa, our school's curriculum didn't cover the topic of space," explained Anderson. "When my principal asked me to teach a subject I hadn't studied since high school, I needed additional training. I applied for and received a Fund for Teachers grant and enrolled in the Space Academy for Educators in Huntsville, AL, last summer. I stepped out of the box from my teacher role and stepped into the learner role, just like my kids."



Dan (right) conducts hands-on experiments on his fellowship at the Space Academy for Educators.



Two of Dan's students debate Pluto's planetary status at a community Space Night.

Upon returning home, Anderson was committed to bringing his new excitement and knowledge to the school and community. He challenged his 76 eighth graders to research current space topics and sent more than 1,700 emails asking experts to serve as primary sources. Students interviewed leading researchers and scientists via teleconference, field trip and Skype (including interacting with a Tokyo scientist who remained in his lab until 10 pm to visit with Anderson's students at 8 am EST).

After completing their research, students created tri-fold displays with materials donated by the Challenger Learning Center. On the evening of January 27th, the anniversary of the Challenger tragedy, the students presented their findings to community leaders and FSU professors and trustees. A panel of judges, including two FFT representatives, reviewed students' research, listened to presentations, and awarded the top three winners with autographed space suits donated from the US Space and Rocket Center. The grand prize winner was awarded a one week trip to Space Camp this summer.

"Dan's students did real-world research and benefitted from the expertise of individuals outside of the classroom," said Mary Liscombe, director of the Christa McAuliffe/Challenger Learning Center at FSU. "This event provided them an audience larger than a single teacher. I believe the entire project developed their confidence and empowered them to realize that they are in charge of their learning. *Inspire, Engage, Learn* is the theme of Challenger Learning Centers, so I know Christa would be so pleased to see Dan's students doing all three."

A Piece of π (Continued)

If you are interested in supporting teachers' and students' pursuit of inspired mathematical learning, please invest in a piece of the Pi Society by contacting us at info@fundforteachers.org.

Where are They Now?

Karen is greeted by McCloskey's duck family during her fellowship outside Boston.



The bronze duck family waddling down a pathway in Boston Public Garden adds charm to a beloved city park. For 2009 Fellow Karen Weiss, the statues, inspired by Robert McCloskey's childhood classic *Make Way for Ducklings*, represent something greater – the power of reading to transport students to far away places past and present.

In June 2009, Karen's FFT grant took her from Edmond, OK, to Cambridge, MA, for Lesley University's Summer Literacy Institute at the Center for Reading Recovery. Seeking to develop superior reading instruction, Karen engaged in academic discussions with university professors and literacy coaches from the New England area to learn about *The Continuum of Literacy Learning* and how to apply it at Grove Valley Elementary. After implementing the concepts of word study spelling and guided reading, her classroom quickly became a model for early childhood education and early literacy practices, and is now regularly observed by peers, school superintendents and state congressmen.



Mr. Jones (Karen) sells penny candy to her "pioneers" before they head west.

Two years later, Karen's fellowship experience informs every aspect of her curriculum, including an American West unit for her first grade class. She separates students into families who make wagons, sell their homes to banker Mr. Longbottom (Karen), and buy supplies at the General Store from Mr. Jones (also Karen) before hitting the Oregon Trail. Upon meeting Chief Winnebago (once again, Karen), students explain why all of these people are coming west. The "pioneers" write in travel journals each day and the trail guide Jeb (you guessed it) writes notes to correct errors.

"Students read books about pioneers, participate in guided reading groups, and undertake group writing," explained Karen. "These are all Summer Literacy Institute strategies wrapped into one cross-curricular unit. The children don't even realize all of the reading and writing they're doing, they're too engaged to notice that what they are doing is *work!*"

Karen's continuing efforts have since led to a Gilder-Lehrman Institute of American History Fellowship at the University of Colorado, as well as nominations for Oklahoma American History Teacher of the Year and the University of Virginia Curry School Alumni Elementary School Teacher of the Year.

"The ability to tailor a fellowship to one's personal love and passion—which for me is literacy—is the best part about FFT," said Karen. "Many Fellows traveled to more exotic destinations, but my fellowship, just a trip to Massachusetts, has transformed the way literacy is taught at my school and in my district and made me feel valued as a professional."

Keturah with Mausumi Chatterjee and her son.



A Woman's Work

"This summer, I spent two weeks in India on my FFT fellowship. Inspired by Patricia McCormack's young adult novel *Sold*, I journeyed to Kolkata and Delhi to interview 10 women about their lives and what is expected of them as women in South Asian culture. I went to India expecting women to be enraged (or at least dissatisfied) with the patriarchal dictate that as women, they could never take the liberty of exploring self-interest or to pursue lives that brought them joy. In my western smugness, I went to India concerned that my independence and ability to live any life I chose would leave my interviewees saddened by their inability to have my life. I am still humbled by how much these women humbled me."

After conducting interviews, Keturah wrote poetry capturing each conversation. Following is the piece entitled "Mausumi Chatterjee's Duty." To read more of Keturah's poetry, as well as the responses of her students at Young Women's Leadership School, visit <http://whatiswomenswork.blogspot.com>.

"In this culture, family **always** comes first."

my mother performed her duty well
making certain I understood mine

self-dependence is a worthy goal
only if it does not sacrifice the family

At university I learned how to be an adult
At my mother's feet I learned how to be a woman

we must learn to compromise
because we will need to do it more often
why compare ourselves to men?
we are women

I have learned to be contented
speaking out when I am not
I know I can take care of myself
choosing instead to care for my family

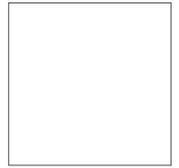
God has given me many gifts
among them
the husband for whom I compromise
the son for whom I live.

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Alumni Updates

 **Lauren Shookhoff** (New York 2010) facilitated a workshop at the “Creating Balance in an Unjust World: Math Education and Social Justice Conference,” in Brooklyn, NY, and co-authored an article on opportunities for students to experience mathematics in context, which will appear in the May 2011 issue of *Mathematics Teacher*.

 **Anthea Lavergne** (Houston 2008) received a \$5,000 Student Achievement Grant from the NEA Foundation. She plans to use the grant to fund an accelerated writing and publishing institute during which fourth grade special needs students will learn to publish and produce books that will be catalogued in the Library of Congress’ archive.

 **Evelyn Suebert** (Los Angeles 2007) created an International Media Class. Her students will be corresponding with students in Afghanistan this spring.

 A photo **Paula Galbraith** (Oklahoma 2010) took on her FFT fellowship won third place in an Eco Teach sponsored-contest. Paula donated the \$50 prize money to the turtle station where she volunteered on her fellowship.

 **Mary Lou Carroll** (Elizabeth City, NC 2010) will this summer attend the Conventiculum Dickinsoniense, a total immersion seminar in active Latin hosted by Dickinson College in Carlisle, PA.

 **Tania Llambelis** (Oakland 2010) directed the play *Coser y Cantar* at San Francisco’s Mission Cultural Center in March.



Paula’s award-winning photo of a lobster grasshopper.

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