



Congratulations to our newest cohort of FFT Fellows – preK-12 teachers who designed personal learning opportunities that stretch their students and strengthen public, private and charter school communities.



Abbate-Vaughn, Jorgelina

Learn basic Standard Arabic in a language/cultural immersion program at the Center Sidi Bou Said for Languages in Tunisia to make curricular connections with and for young Arabic speakers and model for students of non-Arabic backgrounds how to value difference as an asset.

Abbott, John*

Attend intensive Spanish classes in Medellin, Columbia, while also researching the country's literary, musical, and political traditions to better meet needs of the school's growing population of Colombian students and their families.

Abram, Stacey*

Attend the International Association of Special Education's 16th Biennial Conference in Magamba, Tanzania, to address the predicament of providing effective, sustainable inclusive education and establish pathways for reducing the dropout rate of special education students.

Adams, Sheila*

Explore national parks across three states to craft place-based, standards-supporting lessons in math, language arts, social studies and science for fifth graders.

Addy, Marcia

Research personal narratives of resistance during WWII at various resistance museums across Europe to help students retain valuable historical information and teach the power of the individual.

Alfonso, Lucille*

Explore across the United Kingdom sites that inspired J.K. Rowling to write the Harry Potter series to demonstrate for students the power of place in literature and improve reading comprehension and instruction through a related virtual field trip and novel study unit.

Allen, John*

Research in South Africa the role of students in ending apartheid and interview current university student activists involved in the Fees Must Fall movement to inform an oral history and community activism unit.

Alvarado, Derek*

Teach the five components of social and emotional learning to public school teachers in rural Honduras to refine content based units for instruction and develop specific intervention strategies that teach content and tools that assess classroom performance.

Anderton, Elizabeth

Join an Earth Watch team's study of traditional farming and wetland preservation in the Xochimilco Wetlands of Mexico to enhance current studies on wetland conservation and agriculture connect with other professionals who can encourage student learning on these efforts.

Andros, Shannon*

Explore in South Africa's townships, classrooms, and museums the historical and modern parallels of social conflict shared with the United States to improve instruction of race relations and transform student inquiry into informed action.

** Denotes a team grant.*

Archie, Chelsea*

Investigate the effects of climate change on Eastern Australia's ocean and land ecosystems to develop an inquiry based unit that motivates students to take the lead in conservation efforts locally and globally.

Armstrong, Jane*

Partner with Refugee Welcome Schools, the Migration Museum Project, the Center for Art on Migration Politics and attend the International Migration Conference in Sweden to educate ourselves about international migration, learn how to embed art into our migration curriculum and investigate systems for better welcoming refugees into our district.

Arru, Tony*

Document in Denmark what life was like during the Nazi occupation to strengthen a Historical Fiction reading unit and help students make stronger connections to characters in the books read in class.

Asare, Katelyn

Attend the Positive Schools Conference in Melbourne, Australia, to learn strategies for creating a more encouraging school culture that supports equity and diversity.

Ash, Brian

Join the Pambamarca Archaeological Program in Cangahua, Ecuador, to practice field techniques, excavate pre-Columbian fortresses and road systems, and work with a local museum to create an installation of artifacts -- all in an effort to collect primary sources and stories that expand classroom history lessons.

Au, Diana*

Attend the International Association of Special Education's 16th Biennial Conference in Magamba, Tanzania, to address the predicament of providing effective, sustainable inclusive education and establish pathways for reducing the dropout rate of special education students.

Backus, Holly

Motivate students who are underrepresented in STEM fields to pursue science careers by creating a globally-focused curriculum focused on the past, present, and future of science and technology based on teacher experiences at some of the best science museums in the world, as well as the European Center for Nuclear Research (CERN).

Bader, Melissa*

Explore Cuba's history and culture in conjunction with the art of rhetoric and propaganda to inform student learning around the current political fabric of Cuba and the United States.

Balliett, Laura

Observe three environmental education programs in Bali and Borneo to document their conservation efforts and co-collaborate on a new environmental education curriculum called "eco-STEM."

Ballou, Caroline

Deepen restorative justice facilitation skills through courses at Eastern Mennonite University in Harrisonburg, PA, and the International Institute for Restorative Practices in Bethlehem, PA, to provide

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students suffering from Adverse Childhood Experiences the strategies, time and space to navigate challenges and actively find resolutions to problems.

Barajas, Kristian*

Visit historic sites and educational facilities throughout California and Hawaii to learn about the internment of Japanese Americans during World War II and develop learning that addresses the topics of race, identity, bias and justice -- themes that connect across history and are especially relevant today.

Basini, Elisa*

Explore Morocco's history and culture (specifically lifestyle, language, religion, art, food and recreation) to better relate to the increasing number of school families relocating from this region.

Battillo, Leah*

Join the state's Commission on Holocaust/Genocide Education's Holocaust Seminar Tour across Eastern Europe to create elementary-level learning that highlights the need for compassionate, accepting citizens who take action against injustice.

Beale, Jeffrey

Obtain professional critiques of personal portfolio at photography festivals in Greece and Italy to improve skills and model for students the process of capturing stories with cultural sensitivity and awareness.

Beckett, Sean

Study across four countries the lives, works and legacies of ten women who changed the world with their words to teach a course that elevates the female voice called "Women of Wisdom: 1100 BC to the Present."

Behrle, Nicole

Attend The Autism Show in Birmingham, England, and the International Special Education and Services Conference in Jamaica to network with international special educators, gain insight on effective research-based practices, and determine strategies for eliminating areas of concern, including anxiety/stress, inclusion, and job skills.

Bell, Tiffany*

Conduct a research expedition to the Galapagos Islands that compares conservation methods there with those exercised in Oklahoma to inform a student project tackling an environmental problem in the community.

Belzer, Andrew

Design and present teacher training workshops in Bangalore, India, through the NGO Mantra4Change while learning from participants strategies for optimizing learning in a large classroom setting with a student population that falls below the poverty line.

Benjamin, Joshua

Observe across England four primary schools that prioritize oral language and classroom conversation to illuminate instructional strategies that support discourse skills of English Language Learners with low levels of English proficiency.

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Bentz, Amanda*

Travel Germany's Luther Trail, focusing on the Reformation's modern implications, to develop history curriculum on the movement and prompt students' consideration of how they can create their own reformation to impact the world.

Berdugo, Megan*

Research water access, conservation, and artistry of Cuba through the lenses of multiple disciplines to implement an interdisciplinary unit that culminates in a portfolio presentation in which their analysis of primary resources, real world problems, and potential solutions are discussed in an academic setting.

Berman, Bernette

Participate in Spanish language study and interview with educators in Guatemala to create strategies that give English Language Learners a sense of pride in their Hispanic heritage and embolden their parents to become educational partners in a low-income, urban school district.

Bermingham, Heather

Participate in The Creativity Workshop in Florence, Italy, to ignite personal creativity and learn strategies for enriching the storytelling abilities of special education students and participants in the school's Digital Storytelling Club.

Berry, Tina

Explore the life, art, and culture of Antigua, Guatemala, to connect students with economic realities, cultural identities, and educational expectations of a developing region and incorporate experiences into hands-on learning that culminates in a school-wide cultural festival.

Berry, Reginald*

Attend the Elevating Justice: Widening the Circle Restorative Justice Conference in Denver, CO to explore restorative policies in school systems and increase the use of data, mediations, and re-entry circles to create a more restorative school culture.

Bilmes, Noah

Participate in The Creativity Workshop in Florence, Italy, to create a classroom culture supports trial and error as a pathway to success in creative writing and mathematical problem-solving.

Binaso, Roxanne

Explore in Scotland how teachers utilize social entrepreneurship to empower under served students, specifically special education and English Language Learners, to create a literacy-rich, cross-curricular unit that culminates in students creating their own social enterprises to enrich their communities and combat bullying.

Bird, Carol*

Explore the intersection of culture, history, cuisine and agricultural science represented in Peruvian products and practices to document the country's diversity and increase student awareness of the complexity and cultural variants within Latin America.

Blankenship, Alicia

Document cognitive neuroscience research at the Neuroscience and the Learning Brain institute at the University of California at Santa Barbara and afterwards and observe best practices from experienced

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learning communities in New Zealand to extinguish students' literacy barriers and lead the way to empowerment and self-efficacy.

Bleshman, James*

Research water access, conservation, and artistry of Cuba through the lenses of multiple disciplines to implement an interdisciplinary unit that culminates in a portfolio presentation in which their analysis of primary resources, real world problems, and potential solutions are discussed in an academic setting.

Bogenschultz, William

Explore Ethiopian history, geology, wildlife and economy to increase cultural competency and enhance relevant instruction to a large population of students immigrating from this country.

Bolnick, Cary

Research in Greece, Jordan, and Turkey the global refugee crisis at resettlement camps, aid agencies and non-governmental organizations to redesign a migration unit that incorporates current events and encourages students to become global citizens.

Bolotin, Sonja*

Document literacy initiatives across Ethiopia while researching key cultural and historic sites to inform students' creation of Easy Reader books for Ethiopian peers and advance students academically and as active citizens.

Bond, Alexandra*

Complete mindfulness training in Albufeira, Portugal, to learn strategies for helping students manage stress and create a proactive school culture toward mental health.

Bonin, Donna*

Explore the Great Salt Lake, Yellowstone National Park, Grand Tetons and Snake River to incorporate findings into the Earth and Space curriculum and help students consider ways to best protect the planet going forward.

Borelli, Margaret*

Observe in Australian schools how social emotional learning instruction is embedded in day-to-day curriculum across the whole school environment to replicate the practice with special education students attending a self-contained transition/behavior program.

Bosco, Ruth*

Research in South Africa the role of students in ending apartheid and interview current university student activists involved in the Fees Must Fall movement to inform an oral history and community activism unit.

Boulanger, Danielle

Engage in private lessons with a photographer in the Scotland Highlands to improve personal skills and integrate learning into a photography class for seventh- and eighth-graders.

Boyd, Jennie*

Document in Denmark what life was like during the Nazi occupation to strengthen a Historical Fiction reading unit and help students make stronger connections to characters in the books read in class.

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Braeseke, Summer*

Conduct a research expedition to the Galapagos Islands that compares conservation methods there with those exercised in Oklahoma to inform a student project tackling an environmental problem in the community.

Brown, Cleata*

Research the history and culture of China through its most iconic landmarks to inform a three-month, school-wide study of Ancient China that addresses how past inventions and accomplishments impact our present lives.

Browning, Christine

Document European sites that parallel the Grand Tour of 1894-1895 undertaken by the local art museum's founder to establish student interest in resources this museum offers related to the British Literature curriculum.

Bruso, Steven*

Examine across India aspects of the South-Asian culture, both salient and nuanced, to inform teaching and create more meaningful connections with students emigrating from this region, and make the school culture more reflective of its student population.

Buchenic, Rebecca*

Photograph the weathering and erosion of rock formations across 1,200 miles of the American Southwest to create primary resources for advanced and challenged students in across multiple subject areas.

Bulman, Corey*

Attend the International Center for Leadership in Education's Model Schools Conference in Washington , DC, to learn about current innovative practices and create relevant and rigorous curriculum for students.

Burgess, Brendan*

Research in Peru the historical development and contemporary identities of Andean societies to develop interdisciplinary learning opportunities for students in World Language and Social Studies classes.

Burkett, Carissa*

Attend the "I Teach K!", "I Teach 1st!", and "I Teach 2nd!" conferences in Las Vegas to learn research-based strategies for effectively implementing Guided Reading, Reading Fluency, and Reading Interventions to improve the school's literacy program.

Cabral, Patricia*

Attend the International Colloquium on Languages, Culture, and Identity in Schools and Society in Soria, Spain, to address topics in the forefront of dual language educational practices and inform a new Spanish/English poetry unit inspired by Spanish architecture and landscapes.

Cacioppo, Anthony

Explore how London schools give voice to the LGBTQ community in their curriculum and to strengthen representation and support of LGBTQ students and their allies.

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Cameron, Hayley*

Attend the International Educator Seminar at Yad Vashem in Israel to deepen understanding of best practices for teaching the Holocaust and develop educational tools to teach empathy to students with severe emotional and behavioral disorders.

Campbell, Caroline*

Observe Ecuador's community schools, provide professional development to their teachers, and help facilitate family workshops to build cultural fluency and, consequently, relationships with Ecuadorian students comprising one-third of the student body.

Campbell, Nicole*

Research in Johannesburg and Cape Town, South Africa, the history of apartheid as influenced by Nelson Mandela to empower elementary students in social activism and restorative justice.

Cantrell, Andrew

Observe traditional Japanese mathematics instruction as presented on sangaku (tablets displayed in temples and shrines throughout Japan) to explore this and more traditional teaching strategies comprising the education system and incorporate findings in a way which gives students opportunities to engage with the cultural context of a different mathematical tradition.

Carden, Lisa*

Join a teacher expedition of the Galapagos Islands and Quito, Ecuador, bringing artifacts and knowledge back to three Title I schools and enhancing the "Leaving Our Legacy" unit that challenges students to solve real-world problems.

Carpenter, Caron*

Explore geographical features across six climate zones of the Hawaiian Islands to create a unified learning experience for third graders that is aligned with Next Generation Science Standards of Earth's Systems.

Carson, Michael

Investigate the history of significant humanitarian and international institutions across Western Europe to help students effectively argue, analyze, and synthesize the possible dangers of insularity and ignorance.

Cassidy, Kaellagh*

Study Mexico's indigenous cultures and establish a partnership with a community school in Chiapas to design a unit on the fight for land and education rights that informs students' civic action projects.

Cenabre, Marco

Attend the Bard College Institute for Writing and Thinking in Annandale, NY, and afterwards award-winning author Debra Moffit's "Gaining Creative Self Confidence Writing" retreat in Lake Annency, France, to implement intentional strategies in reflection and storytelling with high school students in an underserved community.

Chan, Katherine*

Participate in the Teachers College Summer Writing Program at Columbia University to build

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understanding around the Writer's Workshop model and strengthen the writing program for diverse learners in a Chinese immersion school.

Charcousse, Lissette

Attend the Future of Education International Conference in Florence, Italy, and observe leading language institutes in Italy and Spain to document instructional technologies employed by leading European educators and apply findings to increase students' performance on AP language tests.

Charrier, Jill*

Participate in The Creativity Workshop in Prague and afterwards tour schools in Sweden and the United Kingdom that leverage curiosity with STEAM activities to develop child-centered, play-based learning for preK students.

Chase, Gareth

Study geometric principles behind designs of traditional textiles in Ghana and Senegal to create an interdisciplinary unit connecting mathematical and historical perspectives on West African textiles that culminates in a student project informed by local

museums and organizations devoted to African History and Arts.

Cheney, Martin*

Attend the International Colloquium on Languages, Cultures, Identity in Schools and Society in Soria, Spain, to develop best practices that support English language learners, transient students, and students who are first generation immigrants.

Chun, Jeanne

Learn in Hawaii how to teach outrigger canoe paddling as a form of physical activity and a means to develop teamwork to then appropriate the Hudson River as a venue for fitness and leadership development.

Clapp, Ryan

Enroll in language courses at Ahlan Egypt School in Alexandria, Egypt, while conducting research and interviews at surrounding sites to create a social studies and civics course about the youth-centric political and civic earthquake of the Egyptian Arab Spring.

Clark, Demetria*

Observe music therapy programs for children living with Autism Spectrum Disorder in London to learn strategies that can improve social-emotional reciprocity and social interaction skills for students in a classroom setting.

Clarke, Diane*

Develop at The Creativity Workshop in Prague innovation in nine different concentrations to deepen strategies to encourage gifted students' risk-taking skills so they can become creators and innovators.

Clemons, Jana*

Explore public and private libraries across England to identify best practices in programming and transform current school libraries into primary hubs for breaking down cultural and learning barriers.

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Clerge, Ashley

Refresh language proficiency at the Don Quijote Language School in Santo Domingo, Dominican Republic, while also observing the culture from which an increasing number of students arrive, to more clearly understand the strengths and knowledge they bring to the classroom as Newcomer English language learners.

Climie, Victoria

Film and photograph in the Virgin Islands up-to-date evidence of species populations and coral regrowth from before and after Hurricanes Irma and Maria to inform student research projects on the effects of hurricanes on aquatic ecosystems.

Cochrane, Addison*

Research in Cape Town, South Africa, the scientific processes and research-based practices used by experts who averted the Day Zero water crisis to empower students to use science as a tool for justice in Chicago.

Coffey, April

Participate in world-renowned culinary and textile workshops in London to increase proficiency in national Career Technology standards and create innovative, and engaging learning opportunities Family and Consumer Sciences students.

Collins, Cheryl*

Participate in the Teachers College Summer Writing Project at Columbia University to develop a comprehensive curriculum for K-2 students that provides differentiated instruction and creates a supportive and engaging environment for writing.

Constantine, Holly

Capture Virtual Reality 360° images and videos of major art sites across Italy and Greece while also researching the work of Leonardo Da Vinci to create a STEAM unit on Social Innovation Design.

Coons, Erin*

Interview staff and students at Wooranna Park Primary School in Melbourne, Australia, a school designed specifically to engage and excite students, to replicate classroom environments for optimal learning.

Corvino, Mia*

Explore Cuba's history and culture in conjunction with the art of rhetoric and propaganda to inform student learning around the current political fabric of Cuba and the United States.

Costantino, Lisa*

Identify in Kalimpong and New Delhi, India, melodies within traditional songs to serve as the foundation for a student written and performed choral piece that reflects and celebrates the large Indian school community.

Cotter, Carol*

Explore the similarities and differences of the ecosystems of Turks and Caicos Islands and Long Island Sound to create authentic STEM learning that inspires students to actively engage in persevering and protecting our environment as responsible global citizens.

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Coull, Kelley*

Explore in South Africa's townships, classrooms, and museums the historical and modern parallels of social conflict shared with the United States to improve instruction of race relations and transform student inquiry into informed action.

Coyle, Jessica*

Attend the Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) workshop in Chapel Hill, NC, to develop a foundation of structured teaching for varying functioning levels and teach life skills that empower students to be successful in social and school settings, as well as life upon graduation.

Crandley, Michelle*

Study mindfulness through the work of the Green School in Bali, Indonesia, to learn best practices for helping students regulate emotions and, in turn, access academics more successfully.

Crespi, Emmelin*

Join an expedition with renowned Egyptologist Dr. Anthony Browder to document authentic, site-specific curricular resources on Egyptian literature, history, geography, architecture, and art and design an integrated Egyptian Anthology unit for fifth graders.

Cronen, Laura

Explore the history, cultural significance and techniques of the textile industry in Japan and Indonesia to design a new Studio Art History unit on how textiles and patterns communicate meaning.

Crouch, Virginia*

Follow through Italy and France imprints left by Leonardo da Vinci to investigate his life and contributions to science and visual art and model his creativity and self-determination for "point and click" Generation Z students.

Crowder, Carey

Attend the Mathematics Mindset workshop at Stanford University to learn strategies with research-based curriculum and instruction to reduce math failure and increase student success.

Cuilty, Brian

Research across Italy the far-reaching impact of the Renaissance to more effectively teach key World History and AP European History concepts including humanism, individualism, and secularism.

Cunningham, Lauren*

Explore in Kerala, India, the setting, culture, and people featured in Arundhati Roy's "The God of Small Things" to create more authentic supplements, learning supports, and personal connections for students as they read this compelling, challenging book.

Dammann, Kimberly

Participate in Steve Spangler's "Science in the Rockies" conference in Lakewood, CO, to strengthen skills as the school's STEM Facilitator and deliver engaging, hands-on learning for students in grades 2-4.

Daniels, Larry

Document in nine National Parks, one National Monument and one State Park projects developed within the structure of the New Deal to deepen student understanding of the nationwide magnitude of the

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Great Depression and the continuing impact of the economic solution found in the government's intervention on behalf of the people.

Dawson, Brianne

Participate in a Spanish immersion program while living with a host family in Cusco, Peru, to improve communication with English Language Learners, increase knowledge of Latin-American cultural identity and artistic traditions, and help close the achievement gap with Latino students.

Deadwyler, William

Study in Senegal and Jordan the intersection of ecology, history, and urban development to enrich math teaching for language learners and foster inclusive cultural exchanges through a pen pal program, cultural fair, and advisory curriculum.

Deaton, Joyce

Attend the edTechXEurope International Summit in London and, afterwards, document how exceptional museums, libraries and heritage sites engage audiences with creative technologies to inform a student project exploring heritage and identity called "The People Before Us."

Debany, Lisa

Conduct field research across Hawaii with Ecology Project International to develop tools for addressing critical conservation/restoration issues and create experiential learning lessons aligned with the Next Generation Science Standards.

DeMarco, Janet*

Traverse the state of Oklahoma, collecting video, pictures, and artifacts at historic and cultural sites, to re-prioritize the intellectual art of social studies and help students understand and analyze the state's history and

government.

Denino, Jenna*

Work with designers, textile producers and cultural institutions across Japan to research the science, math, and art behind traditional and contemporary Japanese textiles and create a STEAM-integrated curriculum that includes engaging, hands-on projects that target students with learning disabilities.

DePoi, Miranda

Retrace the footsteps of Alpha Company from Tim O'Brien's "The Things They Carried" across Vietnam to enhance a literary analysis unit on the novel that is authentic, historically educational, and engaging.

Detwiler, Stephanie

Enroll in the French Language Immersion for Teachers program at the University of Quebec campus in Chicoutimi to practice in application of up-to-date, world-language teaching methods and develop a student-centered French program that reflects current best practices.

DeWitt, Kristina*

Learn from scientists about environmental issues facing the Galapagos Islands to inform students about the global nature of conservation with more local applications such as sea-level rising, overfishing, and effects of human activity.

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DiPaula, Mark*

Examine across India aspects of the South-Asian culture, both salient and nuanced, to inform teaching and create more meaningful connections with students emigrating from this region, and make the school culture more reflective of its student population.

Dole, Helen*

Interview native Alaskans and tour boreal forest, coastal, tundra, and glacial ecosystems across the state to collect first-hand evidence of climate change and expand case studies for a sixth grade unit called Human Impacts.

Doucette, Brenda

Document via photographs and videos the geography and animal habitats in America's Western National Parks and landmarks for students' use in creating Virtual reality, multi-disciplinary inquiry-based projects that require design and thinking processes.

Doyle, Tracy*

Explore National Parks across six states to document our country's five regions and create a virtual field trip that inspires student creativity in sustaining and saving our environment.

Dray, Wendy

Complete a language immersion program at the German Language School of Berlin while conducting research of surrounding historic and cultural sites to develop learning for AP German students about the Weimar Republic around the themes of Global Challenges, Beauty and Aesthetics, and Personal and Public Identities.

Duggan, Mary Kate

Explore how Argentinian and Uruguayan cultures have developed and progressed over time politically, socially, and economically to deepen personal knowledge of these Hispanophone countries and rewrite the Spanish curriculum to include the practices, products, and perspectives of Spanish culture.

Durand, Walt

Research in San Francisco and the surrounding Sierra Nevada mountains Beat Poets and their sources of inspiration to support students' growth as thoughtful, empathetic writers exploring their own lives and worlds.

Dye, Jennifer*

Attend the Standards Institute in Los Angeles, CA, to develop proficiencies in Common Core Math Standards and learn how to use a rigorous, grade-level curriculum that provides equitable outcomes in math for low-income students and English-language learners.

Eblen, Sarah*

Attend the Elevating Justice: Widening the Circle Restorative Justice Conference in Denver, CO to explore restorative policies in school systems and increase the use of data, mediations, and re-entry circles to create a more restorative school culture.

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Eckman, Mary*

Research art, history and culture in Paris and the United Kingdom to develop site-specific lessons that inspire students to become more curious about our beautiful world.

Eckman, Nathaniel*

Research art, history and culture in Paris and the United Kingdom to develop site-specific lessons that inspire students to become more curious about our beautiful world.

Edwards, Lorna

Experience Ghana's through the lens of a master storyteller during this "Year of Return" marking the 400th anniversary of the first ship's arrival with Africans from Ghana to Jamestown to improve middle school students' oral and written comprehension.

Eicher, Shanna*

Investigate the effects of climate change on Eastern Australia's ocean and land ecosystems to develop an inquiry based unit that motivates students to take the lead in conservation efforts locally and globally.

Eisenbeis, Tina

Retrace renowned artists through Amsterdam, Rotterdam, Rome and Florence to examine the use of math in masterpieces and awaken students to the beauty and interdisciplinary nature of mathematics.

Eisenstein, Lindsey

Complete "The Role of Mathematics" course at the International Baccalaureate conference in Melbourne, Australia, and afterwards visit IB schools across Australia and New Zealand to learn best practices within the methodology.

Elligan, Sherri*

Join an expedition with renowned Egyptologist Dr. Anthony Browder to document authentic, site-specific curricular resources on Egyptian literature, history, geography, architecture, and art and design an integrated Egyptian Anthology unit for fifth graders.

Epstein, Renee*

Observe characteristics and benefits of adventure play and playgrounds in Europe to enhance an eighth grade interdisciplinary project on parks and play.

Escabalzeta, Gloria

Participate in mindfulness workshops based on music, silence, nature and simple movements in New Zealand to share with students skills that enhance their level of focus, stress management, self-compassion, positive emotions and overall well-being.

Escajeda, Karina

Complete Arabic language & cultural immersion at The Arabic Language School in Dahab, Egypt, to improve family partnerships and refugee student engagement; create community workshops; and increase student understanding of the value peers emigrating from Iraq and Syria add to the school culture.

Evans, Michelle*

Attend the Standards Institute in Los Angeles, CA, to develop proficiencies in Common Core Math

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Standards and learn how to use a rigorous, grade-level curriculum that provides equitable outcomes in math for low-income students and English-language learners.

Everly, Susan

Complete a creativity/mindfulness retreat in Bali while also studying the island country's unique biomes, agriculture and tourism to develop new environmental science learning and implement mindfulness in teaching and extracurricular activities.

Eve-Williams, Arthur

Attend the annual International Society of Technology in Education conference in Philadelphia and also research best practices of STEM teaching in Toronto to inform students' consideration of the question "How can I problem-solve to make a positive difference in my community and my world?"

Fairchild, Wrayna

Participate in the Galapagos Conservancy's Education for Sustainability in Galapagos Teacher Training Program and complete a teaching/learning residency at Tomas de Berlanga School to research biodiversity as it relates to sustainability and establish a partner school relationship.

Falk, Marnina*

Observe the culture, identity, history, and struggles of the Afro-Cuban people in Cuba to educate students about the African Diaspora and the Afro-Latino voice and create a novella and related materials for classroom and national use.

Faulkner, Melissa*

Learn from scientists about environmental issues facing the Galapagos Islands to inform students about the global nature of conservation with more local applications such as sea-level rising, overfishing, and effects of human activity.

Ferguson, Matthew*

Travel Germany's Luther Trail, focusing on the Reformation's modern implications, to develop history curriculum on the movement and prompt students' consideration of how they can create their own reformation to impact the world.

Figueroa, Lindsey*

Explore National Parks across six states to document our country's five regions and create a virtual field trip that inspires student creativity in sustaining and saving our environment.

finkelstein, Barbara

Attend The Creativity Workshop in Prague, Czechoslovakia, to infuse teaching with vibrant tools that inspire special education students' writing and risk-taking so they can be and feel successful in school.

Fisher, Krista*

Attend the International Center for Leadership in Education's Model Schools Conference in Washington , DC, to learn about current innovative practices and create relevant and rigorous curriculum for students.

Flannery, Daniel*

Research the history and culture of China through its most iconic landmarks to inform a three-month, school-wide study of Ancient China that addresses how past inventions and accomplishments impact our present lives.

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Flynn, James*

Explore in France, Germany, and England the concept of communicating through visual art to deepen personal understanding of visual literacy and inform humanities classes with opportunities to view, analyze, and understand art as a communication tool.

Forbes, Janet

Complete classes at a Spanish language immersion school in Heredia, Costa Rica, to develop a better understanding of Latin American culture and improve communication with students and their families.

Forlivo, Leah*

Research across Eastern Europe human behavior during the Holocaust to strengthen student knowledge in accordance with State Senate Bill 452 that adds Holocaust and genocide education to the public school social studies curriculum beginning this fall.

Forte, Brian

Experience significant cultural and civic landmarks across seven states and the District of Columbia to analyze how "stories of the south" are essential to the larger American narrative and reframe approaches to civics and history curricula.

Foster, Timothy

Observe in England, France, Denmark, and Sweden sustainable practices at both the micro (individuals/families) and macro (citywide/government) levels to implement capstone projects around sustainability with AP Environmental Science students.

Fox, Kristen

Experience the history and culture of Ghana while staying with a host family to broaden personal understanding of the African country, particularly the role it played in the slave trade, and more effectively teach this period of history.

Frascella, Rosemarie

Take the Solo-Show Workshop Summer course at the Barrow Group Performing Arts School in New York City and an Improv 101 course at the Upright Citizens Brigade in Los Angeles to learn the craft of storytelling and gain the skills and knowledge to create a performance of comprised of students' stories.

Frederick, Maria

Research at memorial sites across Rwanda the events and conflicts that led to the genocide of 1994 to deepen personal understanding and increase awareness, knowledge, and empathy within the school community.

Freewind, Kaitlin*

Work with designers, textile producers and cultural institutions across Japan to research the science, math, and art behind traditional and contemporary Japanese textiles and create a STEAM-integrated curriculum that includes engaging, hands-on projects that target students with learning disabilities.

Freiburger, Katherine

Learn skills from artists in Grenada, West Indies, who represent students' Caribbean heritage to create a trauma-informed curriculum that awakens middle school students' desire to create art as a means of expression and healing.

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Frenis, Amy*

Complete in Nepal educator mindfulness training custom-designed by a licensed therapist/social worker to address student trauma related to a peer's murder and facilitate emotional regulation and healing within the school community.

Funkhouser, Jennifer

Research the cultural and linguistic implications of French colonization in Northern Vietnam and explore Hmong heritage and culture to make a French curriculum more relevant and engaging.

Gayle, Juliet

Explore the cultures and histories of Vietnam and Cambodia to ignite an interest in and respect of others, foster international mindedness and enhance cross-curricula units.

Gaytan, Norma

Undertake a cultural immersion experience with the Mixteco community in Oaxaca, México, to learn the indigenous language of Mixteco denominated Tu'u savi and open a better line of communication between Mixteco parents, students, and teachers by creating a more culturally aware and inclusive environment.

Gbolo, Courtney

Master French culinary techniques at Le Cordon Bleu-Paris to enhance personal knowledge and skills to, in turn, prepare students for careers in the culinary arts and hospitality industries.

Gehant, Sara*

Visit historic sites and educational facilities throughout California and Hawaii to learn about the internment of Japanese Americans during World War II and develop learning that addresses the topics of race, identity, bias and justice -- themes that connect across history and are especially relevant today.

Gelormino, Veronica

Attend the Broadway Teachers Workshop in New York City, learning alongside peers from theatre's top artists, to improve directing skills and apply learning with students involved in the school's theatrical productions.

Gerhardt, Jinny*

Participate in the "International Math-teacher Professionalization Using Lesson Study" program in Tokyo to engage in lesson study in its place of origin and implement these practices in the classroom, school, and district.

Geyer, Travis*

Pursue artistic disciplines with master teachers at Casa de Africa in Santiago de Cuba, participate in the city's 39th Annual Festival del Caribe, and explore Afro-Cuban folklore in Havana to create a Cuban Rhythms Unity that engages students who feel socially isolated from the school community and addresses the high level of absenteeism/low level of literacy among Black and Brown students.

Girard, Brian*

Participate in the "International Math-teacher Professionalization Using Lesson Study" program in Tokyo to engage in lesson study in its place of origin and implement these practices in the classroom, school, and district.

** Denotes a team grant.*

Gjoni, Enkeleda

Investigate the connection between math, history, and art through research of the Parthenon, Acropolis, theaters, and churches in Greece to deepen knowledge of Greek mathematicians and founders of math (such as Euclid, Pythagoras, and Archimedes) and create hands-on, multidisciplinary projects for students and the wider educational community.

Gladish, Laura

Participate in the "Beat the Odds" drum facilitator training in Los Angeles and study with a local trained drum facilitator to blend drumming and counseling techniques that will help students deal with trauma and emotional/behavioral issues such as inattention, depression, and PTSD.

Gleason, Susan*

Attend the English Literacy Conference in Melbourne, Australia, then embark on a literacy tour across the country to experience indigenous culture and folklore, to evolve students' writing skills and increase their cultural literacy.

Glick, Melissa*

Explore in Senegal the cultural, linguistic and educational backgrounds of students emigrating from there to develop ESL literacy instruction and curricula based on the history of West Africa and its diaspora in the United States.

Golan, Kit

Enroll in the Freudenthal Institute's summer school program on Math Education in Utrecht, Netherlands, to help students excel at math and inquiry-based learning, and develop a Math-driven interdisciplinary project for the school at large.

Goldberg, Jennifer

Participate in a filmmaking workshop in Prague called "Filmmaking, Creativity and Storytelling in the Classroom" and then attend The Creativity Workshop in Corfu, Greece, to integrate more creativity into math learning and enhance extracurricular opportunities for students to participate in the arts.

Golden, Mark*

Research in Cape Town, South Africa, the scientific processes and research-based practices used by experts who averted the Day Zero water crisis to empower students to use science as a tool for justice in Chicago.

Gomez, Andrea

Attend the Global Conference on Educational Robotics in Norman, OK, and complete the Lego Mindstorm EV3 course at Carnegie Mellon University in Pittsburgh to advance student learning in a cutting-edge after-school robotics program.

Goodell, Molly*

Interview native Alaskans and tour boreal forest, coastal, tundra, and glacial ecosystems across the state to collect first-hand evidence of climate change and expand case studies for a sixth grade unit called Human Impacts.

Grant, Lori

Learn baking skills and related scientific concepts from professional chef educators at Johnson and

* Denotes a team grant.

Wales Culinary Schools in Miami and Denver to prepare culinary arts students for production and service roles in the school snack bar and cafeteria.

Grant, Grace

Investigate a variety of European settings found in the Magic Tree House book series to produce springboard book trailers and book talks for a project-based learning infused Magic Tree House Book Club in which students identify ways to explore and improve the community.

Green, Samantha*

Document literacy initiatives across Ethiopia while researching key cultural and historic sites to inform students' creation of Easy Reader books for Ethiopian peers and advance students academically and as active citizens.

Griffin, Carole

Learn at the Royal Academy of Dramatic Arts in London strategies for using drama to increase students' interest in reading and writing and teach reluctant learners the value of creating and performing their own scripts.

Griffith, Sara*

Research locations in Montana, Idaho, and Wyoming pertaining to Native American tribes and their interactions with the United States to gather insights and resources that support student learning.

Grimes, Matthew

Gather in Vietnam, Laos and Cambodia artifacts about the human costs of the Vietnam War to engage students in thinking about when, if ever, it is acceptable for the US to use military force.

Griswold, Michelle*

Join a teacher expedition of the Galapagos Islands and Quito, Ecuador, bringing artifacts and knowledge back to three Title I schools and enhancing the "Leaving Our Legacy" unit that challenges students to solve real-world problems.

Grogan, Sherry*

Collect data and capture 360 video in the Galapagos Islands to inspire scientific field experiences in Georgia that culminate in student presentations at elementary and middle schools intended to pique student interest in biology.

Groves, Karen

Research phenomena in Croatia's national parks, inventions at Tesla's Birthplace Museum, and how Croatians communicate through nature to create virtual field trips showcasing design solutions developed by inventors, scientists, and engineers.

Growe, Cheryl*

Join a professional learning tour in Finland to explore that country's model of Phenomenon-Based education practices, then research historical sites and landmarks in Germany, Poland, the Netherlands and the Czech Republic to create a Phenomenon-Based unit on the Jewish Holocaust.

** Denotes a team grant.*

Guerrucci, Emily*

Explore Morocco's history and culture (specifically lifestyle, language, religion, art, food and recreation) to better relate to the increasing number of school families relocating from this region.

Gullickson, Joel*

Study woodworking with world-class instructors at the Dictum Woodworking School in the Bavarian region of Germany and observe a dual-vocation program for immigrants and refugees to broaden the global perspective of Career and Technical Education programs and to learn how other countries are adapting to increases in refugee/immigrant students.

Hadley Goss, Jenna*

Research the history and culture of China through its most iconic landmarks to inform a three-month, school-wide study of Ancient China that addresses how past inventions and accomplishments impact our present lives.

Hadsell, Melissa

Explore the historical and cultural influences of William Shakespeare, Jane Austen, and the Bronte sisters across the United Kingdom to connect modern students with classic authors and experiences.

Haire, Bryan*

Research in the Czech Republic, Poland, and Germany what life was like living under communist rule behind the Iron Curtain to guide students' understanding of a complex and world defining era, as well as an awareness of how it shapes our lives today.

Haire, Brandon*

Research in the Czech Republic, Poland, and Germany what life was like living under communist rule behind the Iron Curtain to guide students' understanding of a complex and world defining era, as well as an awareness of how it shapes our lives today.

Halblander, Christine*

Explore physical and societal divisions in historical and contemporary Poland, Czechia, Austria and Germany to supplement Social Studies and Language Arts curricula and enhance students' interest in human rights, migration and refugees.

Hall, Eva*

Participate in The Creativity Workshop in Prague and afterwards tour schools in Sweden and the United Kingdom that leverage curiosity with STEAM activities to develop child-centered, play-based learning for preK students.

Hambrick, Linda

Participate in the Educator Academy in the Amazon Rainforest outside Iquitos, Peru, to access the forefront in research on this ecosystem, develop professional connections with top academic researchers and develop more memorable science content through stories.

Handfield, Lisa

Attend the Neuroscience and Reading Institute at MIT and complete Lindamood Phoneme Sequencing Program online training to learn about the connection between brain development and neuroplasticity as it pertains to the acquisition of phonology and reading development in striving readers.

** Denotes a team grant.*

Hardy, Patrice*

Participate in the Teachers College Summer Writing Project at Columbia University to develop a comprehensive curriculum for K-2 students that provides differentiated instruction and creates a supportive and engaging environment for writing.

Harzer, Judith

Investigate and document the history, technique and intention of urban street art in Bristol, United Kingdom and Berlin, Germany, to develop a new, district wide, collaborative mural arts curriculum and initiative.

Haynes, Aisha

Research colonization in Ghana on the 400th anniversary of the first enslaved African arrived in Virginia to share learning with the school Equity Team and advance campus inclusivity goals.

Heaton, Shannon

Enroll in Sotheby's Institute of Art's course "Women Artists: The Rise of Feminism" in New York City to infuse AP Art History curriculum with a much-needed contemporary feminist perspective.

Heinlein, Berenice*

Participate in the "International Math-teacher Professionalization Using Lesson Study" program in Tokyo to engage in lesson study in its place of origin and implement these practices in the classroom, school, and district.

Heishman, Shonna

Research the culture of Native American tribes essential to Lewis & Clark's success, from St. Louis to Oregon, then California eastward, to create lessons that deepen knowledge and engage students in the history of Westward Expansion.

Heldt, Cheryl

Attend the CPI Spanish Immersion School while staying with a host family in Costa Rica to more effectively communicate with English Language Learners and their families, promote bilingualism, and engage students and parents in culturally-responsive learning experiences.

Henderson, Jeremy

Explore sites pertaining to the 50th anniversary of the Apollo 11 mission and the spirit of American ingenuity that came before this momentous event to inspire student learning in the school's new fabrication lab space.

Hensley, Laura*

Attend the International Center for Leadership in Education's Model Schools Conference in Washington , DC, to learn about current innovative practices and create relevant and rigorous curriculum for students.

Henson, Mary

Participate in Hollywood's Sneak On the Lot workshop to gain hands-on experience working alongside the film industries premier professionals to strengthen the school's film department and equalize employment opportunities for students trapped in a cycle of poverty.

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Hermanson, Sara*

Participate in the Teachers College Reading and Writing Workshop at Columbia University to increase professional skill sets to teach critical life skills that empower students to experience the power of their intelligence and voice.

Hernandez, Adriana*

On the 500th anniversary of Leonardo da Vinci's death, explore his life throughout France, to tap into his way of thinking, creativity and legacy and further student learning beyond what can be assessed on a scan-tron.

Hinton, Marci*

Complete in Nepal educator mindfulness training custom-designed by a licensed therapist/social worker to address student trauma related to a peer's murder and facilitate emotional regulation and healing within the school community.

Hollerbach, Katie*

Study Mexico's indigenous cultures and establish a partnership with a community school in Chiapas to design a unit on the fight for land and education rights that informs students' civic action projects.

Hopkins, Doris*

Explore the Great Salt Lake, Yellowstone National Park, Grand Tetons and Snake River to incorporate findings into the Earth and Space curriculum and help students consider ways to best protect the planet going forward.

Hopper, Jennifer*

Participate in the Teachers College Reading and Writing Workshop at Columbia University to increase professional skill sets to teach critical life skills that empower students to experience the power of their intelligence and voice.

Hove, Elaine*

Research in Iceland how plate tectonics and geology have impacted/continue to impact the surface earth to design an interdisciplinary unit in social studies, science and language arts that builds student skills in critical thinking, collaboration and communication.

Hudson, Sean

Attend the International Conference on Science and Technology in Rio de Janeiro and afterwards observe schools and ecologically-significant sites in northern Brazil to expose to students the salient issue of climate change and the international policy needed to address it on a national and global scale.

Hughes, Kelly*

Follow through Italy and France imprints left by Leonardo da Vinci to investigate his life and contributions to science and visual art and model his creativity and self-determination for "point and click" Generation Z students.

Huhn, Heather

Explore the history, dialect, and culture of Naples, Italy, and the corresponding influence on Elena

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Ferrante's characters in her novel "My Brilliant Friend" to understand how a sense of place exerts a force on its inhabitants and pilot the assignment as a model for European Literature students.

Hunerdosse, Megan*

Participate in the Teachers College Summer Writing Project at Columbia University to develop a comprehensive curriculum for K-2 students that provides differentiated instruction and creates a supportive and engaging environment for writing.

Hung, Kenneth

Conduct research in London, Paris, and Berlin -- three European cities with significant migrant populations from Asia and Africa -- to develop and implement a unit for AP European History students on the historical causes and effects of migration.

Hurst, Emily*

Attend the 8th annual STEM Forum and Expo hosted by the National Science Teachers Association in San Francisco to learn best practices and incorporate 21st century skills into core classes and the school's eLab.

Hy, May*

Participate in the Teachers College Summer Writing Program at Columbia University to build understanding around the Writer's Workshop model and strengthen the writing program for diverse learners in a Chinese immersion school.

Iacovone, Michael

Enroll in Digital Storytelling Workshop and Master Classes in Berkeley, CA, then teach skills to Native American teens through an outreach program in Wendover, NV, to inform projects by Digital Media students at a public technology-based magnet high school.

Irace, Laura*

Attend the International Conference on Mathematics Science Teaching Technology & Learning conference in Sydney, Australia, then volunteer with a New Zealand nonprofit that constructs outdoor classrooms, to develop skills and apply math concepts directly transferable to a similar project to be built by middle school students.

Ivers, Laurie

Participate in The Creativity Workshop in Florence, Italy, to invigorate personal/professional energies and encourage special education students to realize their abilities to create pieces of writing they are proud of.

Ivester, Kari*

Observe Burghausen, Germany's training schools and centers utilizing a dual-vocational training model for math and science classrooms, to better prepare students from a rural community in the foothills of the Appalachians for the workforce upon graduating.

Jandreau, Kara

Tour the Italian cities Shakespeare used as the backdrop for his plays to explore the influence of setting and culture on authors and inspire students to write and produce setting- and culture-influenced plays of their own.

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Jessop, Susan*

Research in Iceland how plate tectonics and geology have impacted/continue to impact the surface earth to design an interdisciplinary unit in social studies, science and language arts that builds student skills in critical thinking, collaboration and communication.

Jimenez, Nathaniel*

Research water access, conservation, and artistry of Cuba through the lenses of multiple disciplines to implement an interdisciplinary unit that culminates in a portfolio presentation in which their analysis of primary resources, real world problems, and potential solutions are discussed in an academic setting.

Johnson, Tiffani

Research African American and West African artists in Paris and Copenhagen to develop curriculum that cultivates students' understandings of the African diaspora, skills as ethnographers and cultural anthropologists, a unified school community.

Joralemon, Vincent

Research the Cuban medical system with US and Cuban public health experts to develop a series of biomedical case studies concerning cost-based decisions based on a government/privatized system of health care.

Jorgensen, Jason

Research World War II sites in France, Belgium, and the Netherlands to create an immersive project in which students create a museum display about a specific soldier or civilian from this period of history.

Kahle, Chelsea*

Collaborate with the school's five-member English department at the Teachers College Summer Reading Program at Columbia University to support engaged, lifelong readers who are career and college ready.

Kalambay, Claire

Investigate the context of Marquez, Borges, Allende, and Esquivel's writing across Mexico, Argentina, Chile and Colombia to design a culturally-relevant unit on magical realism in Latin American literature.

Kamani, Rita

Examine in India the Hindustani language through the lens of South Asian poetic traditions to better understand the experiences of language learner students and integrate culturally-relevant texts into a poetry unit for a diverse English language arts classroom.

Kamis, Meredith*

Attend the English Literacy Conference in Melbourne, Australia, then embark on a literacy tour across the country to experience indigenous culture and folklore, to evolve students' writing skills and increase their cultural literacy.

Keffeler, Kathleen

Attend the AP Spanish Language and Culture workshop for teachers in Seville, Spain, to develop an AP Spanish track and create engaging units of study that accelerate students' Spanish language acquisition at all levels.

Kelly, Erin*

Interview staff and students at Wooranna Park Primary School in Melbourne, Australia, a school

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designed specifically to engage and excite students, to replicate classroom environments for optimal learning.

Kerns, Jaime*

Explore the intersection of culture, history, cuisine and agricultural science represented in Peruvian products and practices to document the country's diversity and increase student awareness of the complexity and cultural variants within Latin America.

Khoshab, Nastaran

Explore the impact of sustainability practices developed by an independent school in Kauai to develop parallel work through a student-produced school initiative founded on videos produced from the class curriculum and supported by penpal relationships with students participating in similar projects globally.

Kijowski, Paula*

Complete 200-hour yoga teacher training in Montezuma, Costa Rica, to help students apply stress management skills prior to taking end of course exams and college entrance tests and, ultimately, form mindful learners who can cope with trauma in their everyday lives.

Kilminster, Rebecca*

Study mindfulness through the work of the Green School in Bali, Indonesia, to learn best practices for helping students regulate emotions and, in turn, access academics more successfully.

Kirk, Sarah

Complete ChildLight Yoga and Mindfulness for Children Teacher Training in Dover, NH, to -- as the school counselor -- help young people develop body awareness, manage stress through breathing and access an alternative to tuning out through constant attachment to electronic devices.

Kjesbo-Johnson, Emily

Capture in virtual reality Thailand's history, culture and architecture to create case studies for the analysis of geometric properties and theorems set amidst the rich backdrop of the Southeast Asian nation.

Knotts, Kelly

Participate in Steve Spangler's "Science in the Rockies" teacher conference in Denver, followed by individual research at Rocky Mountain National Park in Estes Park and the National Center for Atmospheric Research in Boulder, to elevate personal knowledge of and student enthusiasm for science.

Knudsen, Andrea

Explore with National Geographic experts and guides the rain forest ecosystems and small communities in Rwanda and Uganda to motivate AP Environmental Science students to consider the current rate of species extinction and increase their knowledge of the living world, population and Earth systems.

Koenes, Kristy

Attend mindfulness meditation retreats and classes

throughout Colombia and Ecuador to study the stress-reduction techniques with the aim of creating a special-education friendly mindfulness guide for students with learning disabilities who struggle with managing stress.

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Koneva, Tatyana

Study the effects of World War II on Korea, Japan, and China as well as post-war continued intervention by the US to increase student understanding of conflict, as well as the importance of global cooperation.

Kothari, Tejal*

Explore in Kerala, India, the setting, culture, and people featured in Arundhati Roy's "The God of Small Things" to create more authentic supplements, learning supports, and personal connections for students as they read this compelling, challenging book.

LaBrasca, Samantha

Research across Spain that country's Civil War, post-war period, and recuperation of historical memory to consider with native or heritage Spanish speakers how a country can recover from trauma perpetrated by its government.

Lafayette, Tracey-Ann*

Research in Johannesburg and Cape Town, South Africa, the history of apartheid as influenced by Nelson Mandela to empower elementary students in social activism and restorative justice.

Lambert, Lisa*

Attend the International Conference on Mathematics Science Teaching Technology & Learning conference in Sydney, Australia, then volunteer with a New Zealand nonprofit that constructs outdoor classrooms, to develop skills and apply math concepts directly transferable to a similar project to be built by middle school students.

Landis, Susan*

Teach the five components of social and emotional learning to public school teachers in rural Honduras to refine content based units for instruction and develop specific intervention strategies that teach content and tools that assess classroom performance.

Lankford, Travis*

Investigate throughout Turkey how the history and physical geography of the Silk Road dictated cultural and religious diffusion to create a differentiated case study for ninth science and social studies students that explores ways of increasing tolerance within the community.

Lankford, Ellyn*

Investigate throughout Turkey how the history and physical geography of the Silk Road dictated cultural and religious diffusion to create a differentiated case study for ninth science and social studies students that explores ways of increasing tolerance within the community.

Lara, Juan Carlos*

Attend the International Colloquium on Languages, Culture, and Identity in Schools and Society in Soria, Spain, to address topics in the forefront of dual language educational practices and inform a new Spanish/English poetry unit inspired by Spanish architecture and landscapes.

Laster-White, Raylynn

Attend the Conscious Discipline Summer Institute in Springfield, MO, and complete a corresponding on-line course to develop social emotional teaching strategies that help pre-school students learn how to get along with peers, solve social problems, regulate emotions and understand others.

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Lawrey, Tiffany*

On the 500th anniversary of Leonardo da Vinci's death, explore his life throughout France, to tap into his way of thinking, creativity and legacy and further student learning beyond what can be assessed on a scan-tron.

Layne, Robin*

Attend the "I Teach K!", "I Teach 1st!", and "I Teach 2nd!" conferences in Las Vegas to learn research-based strategies for effectively implementing Guided Reading, Reading Fluency, and Reading Interventions to improve the school's literacy program.

Ledversis, Sue*

Document in Denmark what life was like during the Nazi occupation to strengthen a Historical Fiction reading unit and help students make stronger connections to characters in the books read in class.

Lee, Nathalie*

Traverse the state of Oklahoma, collecting video, pictures, and artifacts at historic and cultural sites, to re-prioritize the intellectual art of social studies and help students understand and analyze the state's history and government.

Legambi, Jenna*

Document literacy initiatives across Ethiopia while researching key cultural and historic sites to inform students' creation of Easy Reader books for Ethiopian peers and advance students academically and as active citizens.

Leitner, Cheryl*

Observe speech/language services at various schools in London's Eastside and observe National Health Services therapists in Birmingham and Worcestershire to learn techniques for helping students with complex communication disabilities in the district's new Inclusion Modeled classroom.

Lepak, Paul

Complete a yoga/meditation retreat in Kata, Thailand, and afterwards observe the practice at surrounding Buddhist temples and monasteries, to infuse a PE/Health curriculum with strategies that help students improve their physical, emotional, and social well-being.

Letellier, Katherine*

Enroll in French immersion classes and cultural workshops for teachers at the Alliance Française Cavilam School Vichy, France, while living with a French family, to improve linguistic skills and establish a student pen pal relationship with a school in the community.

Levasseur, Jill*

Explore the Great Salt Lake, Yellowstone National Park, Grand Tetons and Snake River to incorporate findings into the Earth and Space curriculum and help students consider ways to best protect the planet going forward.

Lewis, Shuna*

Attend the International Association of Special Education's 16th Biennial Conference in Magamba,

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Tanzania, to address the predicament of providing effective, sustainable inclusive education and establish pathways for reducing the dropout rate of special education students.

Lewis, Eileen*

Observe characteristics and benefits of adventure play and playgrounds in Europe to enhance an eighth grade interdisciplinary project on parks and play.

Lindsay, Helen*

Complete 200-hour yoga teacher training in Montezuma, Costa Rica, to help students apply stress management skills prior to taking end of course exams and college entrance tests and, ultimately, form mindful learners who can cope with trauma in their everyday lives.

Lionheart, Christina

Study and practice storytelling techniques throughout Scotland to help struggling readers and special education students improve their speaking skills and listening skills and inform in a school-wide community "ceilidh" gathering for students to perform their own stories to an audience of peers.

Loccisano, Vanessa

Attend a three-week Spanish Language and Cultural Immersion program at the Centro Panamericano De Idiomas in Costa Rica to better communicate with and understand the background of my Central American students with formal interrupted education.

Logan, David*

Attend the Elevating Justice: Widening the Circle Restorative Justice Conference in Denver, CO to explore restorative policies in school systems and increase the use of data, mediations, and re-entry circles to create a more restorative school culture.

Loper, Susan*

Participate in the Summer Institute for Conscious Discipline in Columbia, SC, to learn the evidence-based, trauma-informed approach to self-regulation and empower students with skills that will carry them through the rest of their lives.

Lorinser, Rachel

Attend the "Nature as a Fantastic Classroom for Learning" conference in Stockholm, then visit historical and cultural sites in London to increase international mindedness and support global, cross-curricular projects.

Loubier, Katie

Document the nuclear legacy in Nagasaki, Hiroshima, Osaka and Fukushima to demonstrate how these events continue to impact citizens and the greater world community in relation to policy decisions regarding war, nuclear weapons, nuclear energy, peace and disaster relief.

Lovseth, Kelsey*

Explore in Israel how Bedouin history, culture and traditions pertain to land ownership and associated complexities to lead a compare/contrast study with the Oceti Sakowin indigenous people of South Dakota and address the compelling question "Who owns the land?"

Lowry, Madison*

Attend the 8th annual STEM Forum and Expo hosted by the National Science Teachers Association in San

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Francisco to learn best practices and incorporate 21st century skills into core classes and the school's eLab.

Lu, Tinglan

Enroll in the International Human Cadaver Prosection Program at the Indiana University School of Medicine to enhance Anatomy & Physiology (A&P) classes with authentic case studies that are in-depth and

relevant to students' educational and career needs.

Madera, Belkis

Retrace the path of a personal friend/Holocaust survivor from the Warsaw Ghetto to Polish and German death camps to the town where he was liberated to inform students' study of anti-Semitism and ultimate production of biopics about his life.

Maher, Sarah*

Complete mindfulness training in Albufeira, Portugal, to learn strategies for helping students manage stress and create a proactive school culture toward mental health.

Maher, Zachary*

Attend the Teachers College Reading and Writing Project at Columbia University to deepen pedagogical practices in literacy instruction and empower students from varying racial, ethnic, and socioeconomic backgrounds.

Mak, Michelle*

Participate in the Teachers College Summer Writing Program at Columbia University to build understanding around the Writer's Workshop model and strengthen the writing program for diverse learners in a Chinese immersion school.

Malloy, Molly*

Document literacy initiatives across Ethiopia while researching key cultural and historic sites to inform students' creation of Easy Reader books for Ethiopian peers and advance students academically and as active citizens.

Malone, Gary

Experience locations in Tulsa, OK, that S.E. Hinton incorporated into her classic novel "The Outsiders" to establish a collaborative writing project with a Tulsa middle school and inspire students' creation of their own realistic fiction pieces based on their communities.

Manciero, Nicholas

Investigate in Italy the buildings, aqueducts and monuments constructed during the Roman Empire, Gothic and Renaissance periods to animate through stories and visuals mathematical concepts and applications.

mandel, rob*

Research in Nantucket the history of our nation's whaling capital of the 1800's to bridge connections between past and present and create hands-on learning opportunities for students with the highest absentee rate, lowest academic records, and most behavioral interventions.

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Mangan, Sandra*

Attend the 21st European Conference on Literacy in Copenhagen and, afterwards, the Teachers College Summer Reading Project at Columbia University, to research global approaches to literacy instruction and foster foundational and problem-solving skills of the school's youngest learners.

Marchisio, Linda*

Explore how fashion and storytelling are connected in Scottish culture to create collaborative lessons that increase students' engagement and encourage creativity.

Marker, Kimberly*

Collaborate with the school's five-member English department at the Teachers College Summer Reading Program at Columbia University to support engaged, lifelong readers who are career and college ready.

Martin, Megan*

Train teachers of Guayaquil, Ecuador, through Adopta Una Familia, then conduct independent research on the impact of colonization on the indigenous population to incorporate learning into Spanish language courses and model service learning as a way for students to experience new cultures.

Martinez, Brian

Interview art historians in Florence, Italy, regarding the artists and architects who began the Italian Renaissance to help students develop their appreciation, understanding, and engagement in intellectual conversation around how art and architecture influenced society over the course of time.

Martocchio, James*

Experience sites across Germany pertinent to the rise and fall of Hitler and Nazism to demonstrate for AP Government and Politics students the role that governments can play in advancing agendas of hatred and consequences related to those agendas.

Marzano, Andrew*

Research in Nantucket the history of our nation's whaling capital of the 1800's to bridge connections between past and present and create hands-on learning opportunities for students with the highest absentee rate, lowest academic records, and most behavioral interventions.

Masback, Elisabeth*

Explore in Senegal the cultural, linguistic and educational backgrounds of students emigrating from there to develop ESL literacy instruction and curricula based on the history of West Africa and its diaspora in the United States.

Mattern, Elizabeth

Study community development through conservation, sport, and education in the Maldives to empower students and school athletes to reach new limits and think globally while living locally.

Matthaei, Molly

Develop language proficiency and cooking techniques by working with chefs in the Yucatan region of Mexico to enhance a culinary training curriculum and create a pathway for career and technical learning that attracts the school's students most struggling to succeed.

Maxan, Jessica*

Engage in a total immersion in Peruvian language, literature, and culture to enhance Spanish classes in

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four schools across two districts and develop students' appreciation of the culture represented by an increasing percentage of their peers.

Mazzatto, Sarah*

Explore geographical features across six climate zones of the Hawaiian Islands to create a unified learning experience for third graders that is aligned with Next Generation Science Standards of Earth's Systems.

McCabe, Wendy

Complete instructor training in "Nine Essential Skills for Love and Logic" in Denver to develop practical strategies for reaching the most difficult students through mutual respect, relationship building and problem solving.

McCabe, Kimberly*

Join a professional learning tour in Finland to explore that country's model of Phenomenon-Based education practices, then research historical sites and landmarks in Germany, Poland, the Netherlands and the Czech Republic to create a Phenomenon-Based unit on the Jewish Holocaust.

McCann, Tara

Complete the Childlight Yoga and Mindfulness Teacher Training in Dover, NH, to bring both practices to the classroom and help students improve self-regulation and expressive/receptive language skills through movements, breathing and meditation.

McCarthy, Caitlin

Participate in a language immersion program in Salamanca, Spain, and afterwards attend the International Conference on Special Needs Education in Zurich, Switzerland, to develop fluency allowing for deeper connections with parents and students of limited English proficiency.

McCord, Ryan*

Attend the National Differentiated Instruction Conference in Las Vegas to learn strategies for planning and maximizing teaching time to reduce achievement gaps and promote a positive behavior management environment.

McCrary, Stephanie

Work alongside experts in British public history at the Royal Archives and British Library in London to make historical documents more accessible to the public and create video learning around the reign of the Hanovers and the British Empire during the 18th-20th centuries.

McDonald, LaVerne

Research the Gypsy lifestyle in Wales and England during the United Kingdom's "Gypsy, Roma, and Traveler History Month" to celebrate nomadic peoples beliefs, histories, cultures, and lore and creating learning about the forgotten peoples of Europe.

McGhee, Leigh*

Participate in the Summer Institute for Conscious Discipline in Columbia, SC, to learn the evidence-based, trauma-informed approach to self-regulation and empower students with skills that will carry them through the rest of their lives.

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McGrath, Jennifer

Complete "Methods of Teaching Italian as a Foreign Language" and "Focus on Intermediate Italian" courses in Genoa, Italy, to enrich resources and proficiencies as the sole teacher of Italian in the school and district.

McOmber, Corinne*

Research in Nepalese schools and communities various methods used to promote awareness of equality, justice and individual rights to

Metdepenningen, Pamela*

Attend Steve Spangler's Science in the Rockies seminar to create a framework of hands-on and after-school STEM activities and apply them at school and within the community.

Meurer, Patricia*

Explore the culture, landscape and stories of Norway and Sweden to ignite student interest in their heritage and to promote a passion for reading.

Meyer, Monica*

Teach the five components of social and emotional learning to public school teachers in rural Honduras to refine content based units for instruction and develop specific intervention strategies that teach content and tools that assess classroom performance.

Michaelis, Joshua

Follow in the footsteps of Darwin while exploring the Galapagos Islands to bring real world learning experiences into the seventh grade science classroom in ways that will inspire our future scientists.

Midgley, George*

Follow the Chisholm Trail, visiting landmarks, museums, and attending a cooking school, to increase knowledge of the cowboy lifestyle during cattle drives and spark interest of American History and Culinary Arts students in the Early West.

Midgley, Paula*

Follow the Chisholm Trail, visiting landmarks, museums, and attending a cooking school, to increase knowledge of the cowboy lifestyle during cattle drives and spark interest of American History and Culinary Arts students in the Early West.

Miennert, Tania*

Experience the biodiversity of different ecoregions of Costa Rica and establish a partnership with an IB school there to develop student pen pals who collaborate on scientific investigations.

Minturn, Megan*

Research water access, conservation, and artistry of Cuba through the lenses of multiple disciplines to implement an interdisciplinary unit that culminates in a portfolio presentation in which their analysis of primary resources, real world problems, and potential solutions are discussed in an academic setting.

Minutillo, Barbara*

Observe Ecuador's community schools, provide professional development to their teachers, and help facilitate family workshops to build cultural fluency and, consequently, relationships with Ecuadorian students comprising one-third of the student body.

** Denotes a team grant.*

Mitchell, Alexa*

Research conservation efforts in the French-speaking islands of Madagascar and Seychelles to guide science and French students' participation in issues facing our global society - in particular, the impacts of climate change and human activity on our ecosystems.

Mohr, Jennifer

Volunteer at El Rancho Ecológico El Refugio in San Dioniso, Baja California, to gain a deeper understanding of sustainable living and help dual-language kindergarten students learn the importance of protecting natural resources through the design and construction of a school garden.

Moles, Sarah

Document in virtual reality the interdependence and conservation of ecosystems throughout four Canadian National Parks to develop learning that increases relevance of and student engagement with the freshman biology curriculum.

Molloy, Jean

Explore Civil War landmarks, monuments, and museums in four southern states to document how historians preserve and honor the past while maintaining values respectful to all Americans and engage students in challenging issues using critical thinking and reasoning skills.

Moore, Nathan

Attend Stanford University's Mindset Mathematics workshop to increase personal exposure to a variety of math problems and create a positive math culture that encourages creative problem solving.

Morgan, Mary*

Participate in the Teachers College Summer Writing Project at Columbia University to develop a comprehensive curriculum for K-2 students that provides differentiated instruction and creates a supportive and engaging environment for writing.

Moriarty, Jennifer*

Attend the Standards Institute in Los Angeles, CA, to gain a deeper understanding of how the Common Core can promote educational equity and become better equipped at providing a rigorous, grade-level education for all students regardless of race, socioeconomic status, or English proficiency.

Morinville, Sarah*

Attend the International Center for Leadership in Education's Model Schools Conference in Washington, DC, to learn about current innovative practices and create relevant and rigorous curriculum for students.

Mulligan, Rebecca

Complete immersive language programs in the Dominican Republic and Haiti to compare how the islands' intertwined histories and cultures are lived and facilitate conversations between recently-arrived immigrant students in an effort to create a unified school community.

Murphy, Ryan

Participate in the Picademy Raspberry Pi teacher training in Irvine, CA, learning how to utilize a \$35 dollar computer for physical computing and controlling real-world devices in an AP Computer Science Principles setting.

** Denotes a team grant.*

Murphy, Andrew*

Attend the International Colloquium on Languages, Culture, and Identity in Schools and Society in Soria, Spain, to address topics in the forefront of dual language educational practices and inform a new Spanish/English poetry unit inspired by Spanish architecture and landscapes.

Murphy, Megan

Conduct an immersive language and culture trip to explore the French dialects, cultures, and important geographic and historical landmarks of Senegal and Morocco in order to develop an engaging unit that encourages students to discover the diversity of the francophone world, and to compare their daily life to that of those in Senegal and Morocco.

Murphy-Morales, Kathleen*

Teach the five components of social and emotional learning to public school teachers in rural Honduras to refine content based units for instruction and develop specific intervention strategies that teach content and tools that assess classroom performance.

Murray, Danielle

Document how Ireland has undergone a radical social change in the way LGBTQ people are viewed, both socially and legally, to understand how a country embraces a community it once persecuted and model those actions to make the school community more affirming, inclusive, and proud.

Naimo, Kathleen*

Attend the Teachers College Reading and Writing Project at Columbia University to deepen pedagogical practices in literacy instruction and empower students from varying racial, ethnic, and socioeconomic backgrounds.

Narea, Patrick*

Research water access, conservation, and artistry of Cuba through the lenses of multiple disciplines to implement an interdisciplinary unit that culminates in a portfolio presentation in which their analysis of primary resources, real world problems, and potential solutions are discussed in an academic setting.

Navarrete-Davis, Rebecca*

Pursue artistic disciplines with master teachers at Casa de Africa in Santiago de Cuba, participate in the city's 39th Annual Festival del Caribe, and explore Afro-Cuban folklore in Havana to create a Cuban Rhythms Unity that engages students who feel socially isolated from the school community and addresses the high level of absenteeism/low level of literacy among Black and Brown students.

Nekolny, Jennifer*

Explore physical and societal divisions in historical and contemporary Poland, Czechia, Austria and Germany to supplement Social Studies and Language Arts curricula and enhance students' interest in human rights, migration and refugees.

Nelson, Christina

Complete Orton-Gillingham literacy training at The Institute for Multisensory Education in Orlando, FL, to advance students' phonological awareness and encoding/decoding skills.

Nemer, Katherine*

Explore geographical features across six climate zones of the Hawaiian Islands to create a unified

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learning experience for third graders that is aligned with Next Generation Science Standards of Earth's Systems.

Nemeth, Kelly Lynne*

Research conservation efforts in the French-speaking islands of Madagascar and Seychelles to guide science and French students' participation in issues facing our global society - in particular, the impacts of climate change and human activity on our ecosystems.

Neufeld, Derek

Explore culture and history of the confluent region of Spain and Morocco through the lenses of North African immigration and interaction of religions, while also completing Spanish immersion classes, to foster students' meaningful connections between global stories and their own personal experiences.

Nichols, Kelsey

Experience lectures, workshops and culturally-immersive experiences at the Teacher's Seminar at the University of Cambridge to invigorate the classroom with new texts, techniques, and real-world connections.

Nicolardi, Melissa

Interview teachers and community groups in Guatemala working to preserve and revitalize indigenous Mayan languages to better support the academic, linguistic and socio-emotional needs of indigenous Guatemalan students.

Noguchi, Yukari*

Attend the Teachers College Summer Reading Workshop. at Columbia University to integrate learned strategies with students in the school's Japanese Bilingual/Bicultural and STEAM programs.

Northup, Malissa*

Learn from scientists about environmental issues facing the Galapagos Islands to inform students about the global nature of conservation with more local applications such as sea-level rising, overfishing, and effects of human activity.

Norton, Cody

Participate in the Laberinto Institute's "Visual Literacy as a Tool for Cultural Proficiency in the Classroom" workshop for teachers in San Salvador, El Salvador to develop teachers' visual literacy and strengthen my knowledge of Latin American art, history, and culture, to create classroom instruction that is relevant and equitable.

O'Brien, Lauren*

Explore Morocco's history and culture (specifically lifestyle, language, religion, art, food and recreation) to better relate to the increasing number of school families relocating from this region.

O'Doherty, Megan

Collaborate with the Limited Resources Teacher Training program in Ghana to provide professional development to teachers and develop similar curriculum for teachers from the United Kingdom and various locations across the United States.

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O'Donnell, Darlene*

Attend Steve Spangler's Science in the Rockies seminar to create a framework of hands-on and after-school STEM activities and apply them at school and within the community.

Okrentowich, Katherine

Explore the history, culture and artistic traditions of San Francisco via its literary, film and performance arts communities to developing new course materials and platforms that celebrate students' creative accomplishments.

Oksiuta, Kyle

Join a teacher expedition focusing on Greek history and culture to design of a high-quality, highly-effective

assessment practice that builds upon students' already-existing knowledge base and connects it to the skills and content required to master the AP Psychology exam.

Ortenzi, Debra

Work alongside field researchers at the Northwest Climate Adaption Science Center at the University of Washington and complete a field course in Denali National Park to design case studies that connect students with the best science-based information on climate change and prepares next-generation America to fight this global challenge.

Ortiz, Anne*

Develop at The Creativity Workshop in Prague innovation in nine different concentrations to deepen strategies to encourage gifted students' risk-taking skills so they can become creators and innovators.

Osborne, Jeff*

Experience sites across Germany pertinent to the rise and fall of Hitler and Nazism to demonstrate for AP Government and Politics students the role that governments can play in advancing agendas of hatred and consequences related to those agendas.

Ostapowicz, Daryl*

Observe in Australian schools how social emotional learning instruction is embedded in day-to-day curriculum across the whole school environment to replicate the practice with special education students attending a self-contained transition/behavior program.

Overturf, Taylor*

Research water access, conservation, and artistry of Cuba through the lenses of multiple disciplines to implement an interdisciplinary unit that culminates in a portfolio presentation in which their analysis of primary resources, real world problems, and potential solutions are discussed in an academic setting.

Padroff, Kimberly*

Increase professional innovation at The Creativity Workshop in Barcelona and apply that learning through individual research of Paris' historical landmarks to create learning that empowers students to access their ingenuity and equally value understanding and the end result.

Pankey, Laura*

Attend the "I Teach K!", "I Teach 1st!", and "I Teach 2nd!" conferences in Las Vegas to learn research-

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based strategies for effectively implementing Guided Reading, Reading Fluency, and Reading Interventions to improve the school's literacy program.

Parker, Jenifer*

Photograph the weathering and erosion of rock formations across 1,200 miles of the American Southwest to create primary resources for advanced and challenged students in across multiple subject areas.

Pascual, Gary

Document the Pacific Northwest's interconnected relationship between place, culture, and art to facilitate students' understanding of diverse perspectives, how Native American artists use art to convey meaning and how the connection to place inspires decision making in art

Patry, Lynne*

Explore the similarities and differences of the ecosystems of Turks and Caicos Islands and Long Island Sound to create authentic STEM learning that inspires students to actively engage in persevering and protecting our environment as responsible global citizens.

Paulino, Shanae

Learn methodologies for language acquisition and instruction through an immersion program in Panama to better understand nuances of the language and transfer learning into a more culturally-reflective ESL curriculum.

Peckham, Stephanie

Learn how to navigate the wilderness of New York's Acadia National Park by camping, hiking, orienteering and geocaching to then pass on these skills to special needs and at-risk students.

Pennington, Sara*

Participate in a World Language Workshop in Agen, France, to experiment with innovative, varied and motivating methods of giving students comprehensible input and transform world language classrooms into immersive language labs through reading and storytelling.

Perez, Shakira

Attend the International Round Table Symposium in Oxford, England, and the England & European Literacy Conference in Copenhagen to research international academic, social and cultural resources that inform a professional development series on socio-emotional learning and academic success.

Pescatello, Heather*

Explore national parks across three states to craft place-based, standards-supporting lessons in math, language arts, social studies and science for fifth graders.

Peterson, Adam

Execute a 47-day journey of first-hand encounters with my Earth & Space Curriculum via National Parks and NASA Centers in the western United States to provide case studies that students access to answer the big question, "What is it about Earth that makes it such an ideal habitat for humans?"

Peterson, Seth*

Attend intensive Spanish classes in Medellin, Columbia, while also researching the country's literary,

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musical, and political traditions to better meet needs of the school's growing population of Colombian students and their families.

Petti, Krislyn*

Complete in Nepal educator mindfulness training custom-designed by a licensed therapist/social worker to address student trauma related to a peer's murder and facilitate emotional regulation and healing within the school community.

Pfaff, Cynthia*

Collaborate with the school's five-member English department at the Teachers College Summer Reading Program at Columbia University to support engaged, lifelong readers who are career and college ready.

Phillips, Caitlin*

Explore Morocco's history and culture (specifically lifestyle, language, religion, art, food and recreation) to better relate to the increasing number of school families relocating from this region.

Pike, Robert*

Explore Cambodian Buddhism and the country's minority Muslim faith, examining the two religions' daily practices, interactions with the country's culture, histories, and the overarching question of religious tolerance to deepen learning of world religions in fourth- and sixth-grade classrooms.

Pipes, Melodye

Attend a gardening workshop in Durham, England; tour schools in Ireland, Scotland, and England incorporating horticultural therapy; and sensory gardens and barefoot parks in France and Germany to create a similar space for the school's students with Autism Spectrum Disorder.

Plowman, Laura*

Explore in Israel how Bedouin history, culture and traditions pertain to land ownership and associated complexities to lead a compare/contrast study with the Oceti Sakowin indigenous people of South Dakota and address the compelling question "Who owns the land?"

Plunkett, Mariah*

Explore in Kerala, India, the setting, culture, and people featured in Arundhati Roy's "The God of Small Things" to create more authentic supplements, learning supports, and personal connections for students as they read this compelling, challenging book.

Poelker, Samantha*

Explore Amsterdam, Jerusalem and Cape Town, each distinct in culture, religion, and nature, to write/publish a children's book and corresponding unit that gives students a peek into the world outside their daily routines and lives.

Poku, Sarah*

Observe music therapy programs for children living with Autism Spectrum Disorder in London to learn strategies that can improve social-emotional reciprocity and social interaction skills for students in a classroom setting.

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Polite, Gijon

Volunteer on oyster farms in New York, Connecticut and Massachusetts to learn sustainable practices that inform students' creation of their own small-scale oyster farm that incorporates research in the classroom and the Hudson River.

Pollins, Evelyn*

Attend the Teachers College Reading and Writing Program at Columbia University to become experts in this method of literacy instruction and assist colleagues in adopting the curriculum school-wide.

Polski, Crystal*

Attend the International Center for Leadership in Education's Model Schools Conference in Washington , DC, to learn about current innovative practices and create relevant and rigorous curriculum for students.

Pomposi, Jillian*

Attend the International Colloquium on Languages, Cultures, Identity in Schools and Society in Soria, Spain, to develop best practices that support English language learners, transient students, and students who are first generation immigrants.

Ponce, Lauren*

Attend the Teachers College Reading and Writing Program at Columbia University to become experts in this method of literacy instruction and assist colleagues in adopting the curriculum school-wide.

Popp, Gabrielle*

Attend the International Educator Seminar at Yad Vashem in Israel to deepen understanding of best practices for teaching the Holocaust and develop educational tools to teach empathy to students with severe emotional and behavioral disorders.

Posner, Michael

Learn from deaf Inuits in Nuuk, Greenland, basic conversational skills in that country's official sign language system to expand current American Sign Language classes and deepen students' understanding of the human spirit's resiliency.

Poth, Matthew

Capture 360 degree photos and videos of Greece's landscape and environment to demonstrate the role geography played in developing Greek City-States and inform student hypotheses about certain geographic features to be tested in case studies of other civilizations studied.

Pribnow, Audrey*

Explore Amsterdam, Jerusalem and Cape Town, each distinct in culture, religion, and nature, to write/publish a children's book and corresponding unit that gives students a peek into the world outside their daily routines and lives.

Price, Bryan*

Examine across India aspects of the South-Asian culture, both salient and nuanced, to inform teaching and create more meaningful connections with students emigrating from this region, and make the school culture more reflective of its student population.

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Pritchett, Lauren

Examine the economic and relational nature of bridges across the United Kingdom to lead second graders in a parallel study of Chattanooga's bridges and the science, people and history behind them.

Proctor, Laurel*

Attend the Teachers College Reading and Writing Program at Columbia University to become experts in this method of literacy instruction and assist colleagues in adopting the curriculum school-wide.

Prowker, Eric

Apprentice with a professional potter through the Oregon Potter's Association to learn craft and community outreach skills the nonprofit is known for and develop a school community service/art collaboration.

Rafferty, Barbara*

Attend NASA's Conference for Educators at Kennedy Space Center in Cape Canaveral to develop lesson plans that more fully incorporate STEM across the math and science curricula.

Rainey, Ryan*

Observe speech/language services at various schools in London's Eastside and observe National Health Services therapists in Birmingham and Worcestershire to learn techniques for helping students with complex communication disabilities in the district's new Inclusion Modeled classroom.

Ramirez, Kathryn

Learn in El Salvador best practices in teaching and learning from local educators to diversify instruction with the majority of the district's English Language Learners coming from this country and build relationships and trust with their families.

Raposa, Kristen*

Increase professional innovation at The Creativity Workshop in Barcelona and apply that learning through individual research of Paris' historical landmarks to create learning that empowers students to access their ingenuity and equally value understanding and the end result.

Raub, Jennifer*

Research locations in Montana, Idaho, and Wyoming pertaining to Native American tribes and their interactions with the United States to gather insights and resources that support student learning.

Raymond, Edwin*

Experience the biodiversity of different ecoregions of Costa Rica and establish a partnership with an IB school there to develop student pen pals who collaborate on scientific investigations.

Reagan, Charis*

Observe Burghausen, Germany's training schools and centers utilizing a dual-vocational training model for math and science classrooms, to better prepare students from a rural community in the foothills of the Appalachians for the workforce upon graduating.

Reese, Kelly*

Research across Eastern Europe human behavior during the Holocaust to strengthen student knowledge in accordance with State Senate Bill 452 that adds Holocaust and genocide education to the public school social studies curriculum beginning this fall.

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Reilly, Linda*

Document in Denmark what life was like during the Nazi occupation to strengthen a Historical Fiction reading unit and help students make stronger connections to characters in the books read in class.

Ricciardi, Abigail*

Develop a mindful/yoga practice at an immersion workshop in Lefkas, Greece, to help students with disabilities, special education needs and/or behavioral difficulties improve their overall emotional well-being.

Riley, Tara*

Research in Nantucket the history of our nation's whaling capital of the 1800's to bridge connections between past and present and create hands-on learning opportunities for students with the highest absentee rate, lowest academic records, and most behavioral interventions.

Robinson, Summer

Attend the Project Based Learning World Conference in Napa, CA, and the International Society for Technology in Education conference in Philadelphia, to create-cross curricular learning that effectively integrates technology for gifted and talented students.

Roddy, Shannon*

Explore public and private libraries across England to identify best practices in programming and transform current school libraries into primary hubs for breaking down cultural and learning barriers.

Roderick, Lauren

Join an educator-only expedition in the Galapagos Islands to experience the balance (or lack thereof) between human interaction and the Earth's systems to inspire student-driven projects aimed at monitoring and minimizing human impact on the environment.

Roman, Kelly*

Explore in France, Germany, and England the concept of communicating through visual art to deepen personal understanding of visual literacy and inform humanities classes with opportunities to view, analyze, and understand art as a communication tool.

Romeo, Margaret

Participate in The Creativity Workshop in Barcelona to develop arts-based interventions that enhance the social communication and class participation of students with communication disorders.

Rondot, Zachary

Attend the 6th World Congress on Positive Psychology in Melbourne, Australia to learn the principles of Positive Education and deepen my understanding of how to utilize principles of Positive Psychology within my classroom and school to help students achieve a greater sense of happiness, wellbeing, and mental health in their lives.

Rosenfield, Laura

Explore Greece's role in the European and international response to the Syrian and African refugee crises to create lesson plans and a student-centered project that delves into current events in the broader world.

** Denotes a team grant.*

Ross, Elizabeth

Learn best practices in inclusive education at the International Association of Special Education in Tanzania and afterwards tour programs and schools focusing on inclusion to impact an elementary school with the highest percentage of economically disadvantaged students in Houston.

Rossiter, Jeffrey*

Participate in the "International Math-teacher Professionalization Using Lesson Study" program in Tokyo to engage in lesson study in its place of origin and implement these practices in the classroom, school, and district.

Rudy, Kayla*

Participate in a World Language Workshop in Agen, France, to experiment with innovative, varied and motivating methods of giving students comprehensible input and transform world language classrooms into immersive language labs through reading and storytelling.

Sadoff, Jeffrey*

Investigate the sites, cities, and archives around the Western Front region of Belgium and France to invigorate personal understanding of World War I and create inquiry-based learning that connect events leading up to the war with current conflicts.

Samaros, Sarah

Work in a food pantry/soup kitchen in Ho Chi Minh City, Vietnam, to inform culinary arts instruction that encourages empathy and culminates in a Southeast Asian-themed menu in the student-run school restaurant and a community-wide International Food Night showcasing the region's culture and cuisine.

Sanders, Whitney

Enroll in "The child first: Montessori, Reggio Emilia System, and contemporary approaches to preschool education" seminar in Florence, Italy, and afterwards observe play-based learning approaches employed by schools in Italy, Greece and Spain to implement best practices that help students become active participants in their learning.

Sarfraz, Hiba

Create resources and gather real-life data related to Costa Rica's ecology to build problem based learning units that inspire and engage students in nature-based discovery, questioning and investigation practices.

Scheidt, Danicia*

Participate in the Teachers College Reading and Writing Workshop at Columbia University to increase professional skill sets to teach critical life skills that empower students to experience the power of their intelligence and voice.

Schiefelbein, Ian

Join a study tour of schools in Reggio Emilia, Italy, to learn about social, cultural, and historical context of the educational approach established there and better advocate for early education by promoting a strong image of the child.

Schmetterer, Megan*

Identify in Kalimpong and New Delhi, India, melodies within traditional songs to serve as the foundation

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for a student written and performed choral piece that reflects and celebrates the large Indian school community.

Schmitt, John

Visit indigenous communities in the Dakotas and Minnesota and, afterwards Carlisle, PA, site of the first Indian Boarding School, to learn and document indigenous ways of community healing from trauma to inform student research and personal growth.

Schreiber, Meredith

Enroll in Spanish immersion classes at the Academia Contacto in Madrid, independently research the migrant experience in Spain, and attend the Migration Conference in Bari, Italy, to inform a four-month, middle school unit called "The Immigrant and Refugee Experience."

Schroeder, Darla*

Explore the culture, landscape and stories of Norway and Sweden to ignite student interest in their heritage and to promote a passion for reading.

Scott, Beverly*

Experience by train, a cross-country trek to sites that support learning across multiple grades and subject areas to inspire students to appreciate those around them and encourage the school community to explore outside the immediate area.

Scully, Patrick

Complete a 3,600 mile bicycle tour across the United States to produce real world applications for a grade 4 core curriculum that enriches current units and inspires students to embrace a growth mindset.

Seigle, Shannon*

Tour self-sufficient, environmentally-focused, community-based FabLabs in Peru to continue shifting students towards digital fabrication and 21st century skill development in the heart of the Chattanooga Renaissance.

Serao, Kimberley*

Join the state's Commission on Holocaust/Genocide Education's Holocaust Seminar Tour across Eastern Europe to create elementary-level learning that highlights the need for compassionate, accepting citizens who take action against injustice.

Serrano, Jessica

Enroll in language courses at the University of Granada and traverse Southern Spain, improving fluency and knowledge of the Spanish culture, to infuse a Spanish language curriculum with fresh insights and authentic learning experiences.

Shafer, Lisa

Pursue mindfulness, movement and centering during a residential workshop Penland School of Crafts in North Carolina to build a related program for students coping with trauma caused by poverty, immigration and crime.

Shaffer, Desmond

Explore continental landforms, ecosystems and histories of 16 national parks while also evaluating the

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Junior Ranger Programs, to replicate aspects with fourth grade students who lack proficiencies in science and social studies.

Shepherd, Julie*

Partner with Refugee Welcome Schools, the Migration Museum Project, the Center for Art on Migration Politics and attend the International Migration Conference in Sweden to educate ourselves about international migration, learn how to embed art into our migration curriculum and investigate systems for better welcoming refugees into our district.

Shortell, Larry

Conduct in-depth, underwater research documenting the cruise industry's impact on climate change and anthropogenic disturbance around the island of Bonaire to create science curriculum for special education and Adventure Education students, as well as members of the school's Exotic, Endangered, or Extinct Animals Club and Environmental Concerns Club.

Sigmund, Keiko

Conduct primary and secondary research of the Japanese immigration experience in Hawaii, California, Washington, and Arkansas to create an experiential cultural immersion program that provides students an outlet for appreciating and assimilating Japanese language and experience.

Silva, Andrea*

Develop a mindful/yoga practice at an immersion workshop in Lefkas, Greece, to help students with disabilities, special education needs and/or behavioral difficulties improve their overall emotional well-being.

Singhal, Neha

Conduct mini-ethnographic research on the experiences of doulas and other birth workers in New Delhi, India, to increase IB Anthropology students' understanding of fieldwork and data analysis, and to spark interest in maternal health justice in the United States.

Skalkos, Leann

Attend the Plein Air Pastel workshop in Yellowstone National Park to study the pastel medium in our country's first national park and develop cross-curricular art lessons for a middle school and an underserved elementary school with no current art program.

Sloane, Bette

To explore the mathematics behind the immense man-made structures of China and the delicate artistic compositions of Japan to create authentic, real-world Geometry problem sets that draw connections between engineering, architecture, and the arts.

Smith, Emma*

Collaborate with the school's five-member English department at the Teachers College Summer Reading Program at Columbia University to support engaged, lifelong readers who are career and college ready.

Smith, Paige*

Attend the Standards Institute in Los Angeles, CA, to gain a deeper understanding of how the Common Core can promote educational equity and become better equipped at providing a rigorous, grade-level education for all students regardless of race, socioeconomic status, or English proficiency.

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Smith, Dana*

Attend the AG Bell Association for the Deaf's Global Listening and Spoken Language Symposium in Madrid and, afterwards, tour programs for the deaf in London and Paris to observe effective prosocial strategies that facilitate academic and social success.

Smith, Brian

Attend the Environmental Science Research Institute's Education Summit and User Conference in San Diego to gain insight into GIS issues specific to education and engage students with meaningful applications to geospatial technologies that prepare them for possible careers analyzing and interpreting geographic information.

Soo-Hoo, Mirenda*

Observe music therapy programs for children living with Autism Spectrum Disorder in London to learn strategies that can improve social-emotional reciprocity and social interaction skills for students in a classroom setting.

Stahley, Rita*

Participate in the Teachers College Reading and Writing Workshop at Columbia University to increase professional skill sets to teach critical life skills that empower students to experience the power of their intelligence and voice.

Stahlmann, Nicholas*

Study woodworking with world-class instructors at the Dictum Woodworking School in the Bavarian region of Germany and observe a dual-vocation program for immigrants and refugees to broaden the global perspective of Career and Technical Education programs and to learn how other countries are adapting to increases in refugee/immigrant students.

Stanton, Kelly*

Join a teacher expedition of the Galapagos Islands and Quito, Ecuador, bringing artifacts and knowledge back to three Title I schools and enhancing the "Leaving Our Legacy" unit that challenges students to solve real-world problems.

Steiniger, Matthew

Join hands on restoration of Thailand's reefs through the New Heaven Reef Conservation Program to accumulate research for student data analysis on the ecological/social effects of climate change and instill a culture of environmental activism.

Stevens, Sarah

Learn West African drumming, singing, and dancing through This World Music's program in Ghana to immerse every student in authentic drum and dance circles and make historical and cultural connections between New Orleans and Africa through music.

Stickles, Valerie

Attend Hawaii's 49th annual Ukulele Festival, join kanikapilas (Hawaiian jam sessions,) and take private and group lessons to add cultural context to the school's PK-8 music curriculum rooted in the instrument.

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Stidham, Shannon

Experience in London and Copenhagen the settings of novels taught to 5th grade reading and writing students to demonstrate how culture shapes narratives and encourage thoughtful analysis of texts which don't directly relate to their own culture.

Stober, Diane*

Attend NASA's Conference for Educators at Kennedy Space Center in Cape Canaveral to develop lesson plans that more fully incorporate STEM across the math and science curricula.

Stookey, Jake*

Pursue artistic disciplines with master teachers at Casa de Africa in Santiago de Cuba, participate in the city's 39th Annual Festival del Caribe, and explore Afro-Cuban folklore in Havana to create a Cuban Rhythms Unity that engages students who feel socially isolated from the school community and addresses the high level of absenteeism/low level of literacy among Black and Brown students.

Strack, Erin*

Attend the International Colloquium on Languages, Culture, and Identity in Schools and Society in Soria, Spain, to address topics in the forefront of dual language educational practices and inform a new Spanish/English poetry unit inspired by Spanish architecture and landscapes.

Street, Rachelle

Embark on a three-week language and cultural immersion in the Dominican Republic to strengthen Caribbean-Spanish skills, increase student exposure to artists relevant to their backgrounds, and cultivate strong relationships with students and their families.

streets, carolyn

Study the art of Kamishibai in Hiroshima, Japan, using the story of "Sadako and A Thousand Paper Cranes" to create a classroom culture of storytelling that empowers students to share their personal narratives through graphic essays.

Sultan, Leon

Research the Catalan independence movement in Barcelona by filming interviews to create a video blog (VLOG) that serves as an exemplar for a similar student project using their own geographical field work.

Surber, Sonnet*

Participate in the Teachers College Reading and Writing Workshop at Columbia University to increase professional skill sets to teach critical life skills that empower students to experience the power of their intelligence and voice.

Suszynski, Barbara

Trace across Italy and France the 600-year journey of science - from Galileo to the European Space Agency - to bridge science fields from simple machines to space exploration and build students' confidence to consider careers in STEM fields.

Suter, Mark

Learn alongside Virtual Reality developers in England and Belgium skills for creating a free and accurate online course for students that provides real world contexts in which students can develop "hard skills"

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of software development and "soft skills" of communication, multi-party collaboration, and ambiguous problem solving.

Sutphen, Sage*

Attend the Teachers College Summer Reading Workshop. at Columbia University to integrate learned strategies with students in the school's Japanese Bilingual/Bicultural and STEAM programs.

Swart, Jonathan*

Learn from scientists about environmental issues facing the Galapagos Islands to inform students about the global nature of conservation with more local applications such as sea-level rising, overfishing, and effects of human activity.

Tatlock, Dana*

Explore Cambodian Buddhism and the country's minority Muslim faith, examining the two religions' daily practices, interactions with the country's culture, histories, and the overarching question of religious tolerance to deepen learning of world religions in fourth- and sixth-grade classrooms.

Taylor, Amy

Accompany Holocaust survivor Eva Kor back to Auschwitz to learn about her experiences and, afterwards, tour additional death camps and museums in Germany and the Czech Republic to strengthen a Holocaust unit about hope, survival, empathy and voice.

Taylor, Susan

Teach English at a secondary school in Tanzania while learning about its female empowerment curriculum to help students grapple with the responsibilities of global citizens as outlined by the United Nation's Sustainable Development Goals.

Terrefe, Tihoot*

Attend the Teachers College Summer Reading Workshop. at Columbia University to integrate learned strategies with students in the school's Japanese Bilingual/Bicultural and STEAM programs.

Texeira, Samuel

Explore in the America's largest black city - Salvador da Bahia, Brazil - the broader impacts of racial identity through African and colonial influence on the formation of culture for a unit on African diaspora outside of the United States and a reading unit plan for boys of color based on novel the novel "Capitães da Areia."

Thibodeau, Treena

Explore restorative justice practices in New Zealand's Maori culture then attend a related conference for educators among the Lakota Sioux in South Dakota to integrate equity and peacemaking practices with students at a Mandarin dual language school with a highly-competitive culture.

Thompson, Deniece*

Experience by train, a cross-country trek to sites that support learning across multiple grades and subject areas to inspire students to appreciate those around them and encourage the school community to explore outside the immediate area.

Thomson, Victoria

Participate in a summer teacher training course sponsored by the Galileo Teacher Training Program in

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the Canary Islands, home to some of the most technologically-advanced telescopes in the Northern Hemisphere, to gain knowledge about teaching astronomy and show students how data from telescopes can provide information about the composition of space and the origin of the universe.

Tierney, Joy*

Collaborate with the school's five-member English department at the Teachers College Summer Reading Program at Columbia University to support engaged, lifelong readers who are career and college ready.

Todd, Sarah

Participate in the Band Director Academy at Lincoln Center in New York City to learn composition and improvisation through the Count Basie approach and teach students the critical thinking skills involved in jazz improvisation.

Toomey, Christopher

Attend the Institute For Social and Emotional Learning summer program in San Mateo, CA, then complete coaching sessions on play-based strategies at Proponent of Play in Storrs, CT, to incorporate playfulness and social emotional learning with elementary students.

Tremaglio, Andrew

Explore two national parks across four states, meeting with park rangers and guides, to facilitate a new senior-level English elective that concurrently focuses on nature-based literature and engages students in conservation/preservation work.

Troutman, Virginia

Complete the "Defining Your Personal Narrative" course with professional photographers at Maine Media Workshops in Rockport, ME, to engage in discussion and critique and develop a personal photo narrative series that informs a student project to be exhibited in the community and shared through Artist's Talks.

Troyer, Teresa*

Teach the five components of social and emotional learning to public school teachers in rural Honduras to refine content based units for instruction and develop specific intervention strategies that teach content and tools that assess classroom performance.

Trubia, Kara

Explore the influence of Nazism and its lingering impact on Germany's remembering and retelling of its controversial history to better teach the impact of World War II as mandated by the new Connecticut Holocaust Bill.

Trudgeon, Mary

Participate in the Wellness in Japan program which immerses teachers in traditional culture and Japanese approaches to mental/physical health and wellness to incorporate knowledge about Japanese practices in meditation and mindfulness into a curriculum aimed at reducing student anxiety and stress and improving overall student wellness.

Tsukamoto, Lisa*

Attend the Teachers College Summer Reading Workshop. at Columbia University to integrate learned strategies with students in the school's Japanese Bilingual/Bicultural and STEAM programs.

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Tubbs, Deborah*

Attend the AG Bell Association for the Deaf's Global Listening and Spoken Language Symposium in Madrid and, afterwards, tour programs for the deaf in London and Paris to observe effective prosocial strategies that facilitate academic and social success.

Ugolik, Nicholas*

Research in Nantucket the history of our nation's whaling capital of the 1800's to bridge connections between past and present and create hands-on learning opportunities for students with the highest absentee rate, lowest academic records, and most behavioral interventions.

Van Nostrand, Daria*

Explore how fashion and storytelling are connected in Scottish culture to create collaborative lessons that increase students' engagement and encourage creativity.

Vanzant, David*

Tour self-sufficient, environmentally-focused, community-based FabLabs in Peru to continue shifting students towards digital fabrication and 21st century skill development in the heart of the Chattanooga Renaissance.

Vasile, Alexandra

Attend the BioDesign program for Science Educators at the Berlin Institute of Technology to learn techniques for incorporating biotechnology in the classroom, with a focus on how students can culture micro-organisms and utilize them to create new products that help the community.

Vega-Boulay, Laurie*

Research in Peru the historical development and contemporary identities of Andean societies to develop interdisciplinary learning opportunities for students in World Language and Social Studies classes.

Vollmer, Tina*

Attend the Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) workshop in Chapel Hill, NC, to develop a foundation of structured teaching for varying functioning levels and teach life skills that empower students to be successful in social and school settings, as well as life upon graduation.

Walker, Megan*

Research the history and culture of China through its most iconic landmarks to inform a three-month, school-wide study of Ancient China that addresses how past inventions and accomplishments impact our present lives.

Wannamaker, Hallie

Enroll in a Spanish immersion language program at the Don Quijote/Solexico Language and Cultural Center in Oaxaca, Mexico to build Spanish literacy skills, develop Spanish components of interdisciplinary units and learn about the the region's art forms to incorporate into a third-grade dual-language curriculum.

Watrous, Kelly

Research the biodiversity found in the northern ridge of Yellowstone National Park through its insight-guided tours and ranger programs to incorporate new data into high school biology units.

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Weiss, Mimi*

Explore the Gullah community, specifically artistic expressions of these direct descendants of enslaved persons on the coastal islands off the shores of South Carolina and Georgia, to demonstrate how community contributes to perseverance and help students find the courage to make the “right choice” in the face of adversity.

Weiss, Kathryn*

Explore the Gullah community, specifically artistic expressions of these direct descendants of enslaved persons on the coastal islands off the shores of South Carolina and Georgia, to demonstrate how community contributes to perseverance and help students find the courage to make the “right choice” in the face of adversity.

Welch, Nancy

Observe in the Inuit villages of East Greenland how restorative justice circles help address social issues caused by climate change and modernization to replicate this community-based effort among disillusioned students in a rapidly gentrifying urban school district.

Wells, David

Complete Spanish language/cultural immersion classes for teachers in Tlaxcala, Mexico, while visiting students’ family members who live there, to gain key cultural knowledge that helps better serve students in dual immersion history classes.

Wemette, Rhonda*

Explore the culture, landscape and stories of Norway and Sweden to ignite student interest in their heritage and to promote a passion for reading.

Whitaker, Kelly*

Collect data and capture 360 video in the Galapagos Islands to inspire scientific field experiences in Georgia that culminate in student presentations at elementary and middle schools intended to pique student interest in biology.

White, Eric*

Engage in a total immersion in Peruvian language, literature, and culture to enhance Spanish classes in four schools across two districts and develop students’ appreciation of the culture represented by an increasing percentage of their peers.

White, William

Conduct a road trip exploring and analyzing the human toil on eight National Parks to demonstrate for students how these affects can be minimized through positive choices that reduce their impacts on the land, air, water, and other living things.

White, Maria*

Engage in a total immersion in Peruvian language, literature, and culture to enhance Spanish classes in four schools across two districts and develop students’ appreciation of the culture represented by an increasing percentage of their peers.

Whittaker, Kimberley*

Observe the culture, identity, history, and struggles of the Afro-Cuban people in Cuba to educate

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students about the African Diaspora and the Afro-Latino voice and create a novella and related materials for classroom and national use.

Wilcox, Nancy*

Join the state's Commission on Holocaust/Genocide Education's Holocaust Seminar Tour across Eastern Europe to create elementary-level learning that highlights the need for compassionate, accepting citizens who take action against injustice.

Wilder, Kristen

Join Steve Spangler's Science at Sea teacher voyage in Alaska, participating in lectures, workshops and hands-on field experiences to, in turn, make science engaging and fun for English Language Learners and minority students.

Williams, Tiara*

Attend the Standards Institute in Los Angeles, CA, to gain a deeper understanding of how the Common Core can promote educational equity and become better equipped at providing a rigorous, grade-level education for all students regardless of race, socioeconomic status, or English proficiency.

Williams, Jacqueline

Research ways communities in Japan maintained cultural traditions and also modernized with the 2015 UN Sustainable Development Goals to inspire students' engagement in their own sustainable development initiative for the school and community.

Williamson, Ramona*

Explore across the United Kingdom sites that inspired J.K. Rowling to write the Harry Potter series to demonstrate for students the power of place in literature and improve reading comprehension and instruction through a related virtual field trip and novel study unit.

Wilson, Jennifer

Film interviews of employers within a 100-mile radius of the school to expose students with disabilities and at-risk youth to the education, skills and training they need to live productively.

Wilson, Virginia

Volunteer at a food outreach program in Ho Chi Minh City, Vietnam, and visit historic sites throughout the country to understand the lasting impact of the Vietnam War on local communities and encourage students to become globally-conscience, action-minded citizens.

Wong, Elizabeth

Study Mandarin in Taiwan and China to develop proficiently skills and more effectively communicate about the many inconsistent grammar rules in the English language.

Woods, Leslie*

Enroll in French immersion classes and cultural workshops for teachers at the Alliance Française Cavilam School Vichy, France, while living with a French family, to improve linguistic skills and establish a student pen pal relationship with a school in the community.

Wooldridge, Lindsey

Observe and evaluate in Madagascar the social impact of absolute poverty, as well as efforts to address

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it, to inform students' development of empathy and awareness in the production and implementation of possible solutions.

Woronecki, Terri-Ann*

Research in Nepalese schools and communities various methods used to promote awareness of equality, justice and individual rights to

Wrighton, Julia

Complete 200-hour yoga teacher training in Mallorca, Spain, to improve linguistic skills and introduce yoga and associated philosophies to at-risk and Spanish-speaking students as a tool for stress management, community building, fitness, and self-esteem.

Yale, Eric

Embark on a four-state RV tour of Midwest National Parks to observe the region's geology, plant and animal life and develop experiences for students to analyze noticings and comparisons with their home region.

Yirsa, Mary*

Attend the National Differentiated Instruction Conference in Las Vegas to learn strategies for planning and maximizing teaching time to reduce achievement gaps and promote a positive behavior management environment.

Yu, Janet*

Participate in the Teachers College Summer Writing Program at Columbia University to build understanding around the Writer's Workshop model and strengthen the writing program for diverse learners in a Chinese immersion school.

Zablonski, Melissa*

Research in South Africa the role of students in ending apartheid and interview current university student activists involved in the Fees Must Fall movement to inform an oral history and community activism unit.

Zeeck, Katherine*

Attend the Elevating Justice: Widening the Circle Restorative Justice Conference in Denver, CO to explore restorative policies in school systems and increase the use of data, mediations, and re-entry circles to create a more restorative school culture.

Zeiner, Christine*

Train teachers of Guayaquil, Ecuador, through Adopta Una Familia, then conduct independent research on the impact of colonization on the indigenous population to incorporate learning into Spanish language courses and model service learning as a way for students to experience new cultures.

Zima, Brandy*

Attend the 21st European Conference on Literacy in Copenhagen and, afterwards, the Teachers College Summer Reading Project at Columbia University, to research global approaches to literacy instruction and foster foundational and problem-solving skills of the school's youngest learners.

Zoellner-Gonzalez, Jeanne*

Investigate the sites, cities, and archives around the Western Front region of Belgium and France to

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invigorate personal understanding of World War I and create inquiry-based learning that connect events leading up to the war with current conflicts.