



FUND FOR  
**TEACHERS**

2020 Fellows

### **Abraham, Anita \***

Attend the 'Visual Controversies in South Africa, Past and Present' conference at Stellenbosch University in Cape Town, South Africa, to make lessons about South African culture and apartheid more accessible to Special Education students and English Language Learners within 10th grade English classes.

### **Adams, Katherine**

Attend the Early Childhood Pre-Conference Seminar and the 34th World Conference of the International Society for Music Education in Helsinki, Finland, to explore current research and new teaching techniques, make connections with global teacher colleagues, and develop new ways to inspire student creativity.

### **Addie, Jessica**

Attend the Staff Development for Educators National Conference in Las Vegas to deepen skills in differentiated instruction and enhance academic intervention efforts with primary students.

### **Adkins, Alicia**

Explore in Poland, Germany and the Czech Republic sites and museums related to the Holocaust and Cold War eras to increase students' knowledge and understanding of resistance against the Nazi regime and Soviet influence during the Cold War.

### **Adkins, William**

Research the history and culture of the Middle East with Global Exploration for Educators (GEE0) in Egypt & Jordan, observing Arab communities and Islamic culture, to strengthen personal knowledge base and enlighten students and the school community with perspectives about this part of the world rarely addressed in American media.

### **Ahmed, Ishrat \***

Attend the Creativity Workshop in Florence, Italy, to find supportive ways of encouraging students to be imaginative and creative when problem solving and sharing their process in mathematics.

### **Alberts, Cynthia**

Document information detailing medieval life in Scotland and England through participation in reenactments, tours of castles and ruins, and museum visits to enhance a unit on the history and culture of this era.

### **Albino, Stephanie \***

Explore the culture and environment of Australia's rainforest and animal sanctuaries and, afterward, establish a school partnership, to enrich science and literacy content for primary students.

### **Allen, Virginia \***

Enroll in the Teton Science Schools in Jackson Hole, WY, the model and hub for place-based education, to assist in the implementation of a improved educational model that includes a clearer context for learning within a rural community and "real life."

### **Alter, Allison**

Learn the history, cultural significance and artistic techniques associated with Japanese woodblock printmaking in Tokyo and Kyoto to design a visual art study exploring culture and identity through printmaking.

### **Alvarez, Alexandra**

Complete classes through the Don Quijote Language School in Buenos Aires while also volunteering with an after school program through the nonprofit Por Los Chicos to improve fluency, enhance upper-level Spanish classes and better serve the district as translator for Spanish speaking parents/guardians.

### **Amick, Taylor \***

Enroll in two Panamanian towns language classes specifically for medical and business professions, followed by national conferences related to school counseling and foreign languages, to prepare students for their respective vocational fields and form stronger connections with the increasing Hispanic student population.

### **Amick, Seth \***

Enroll in two Panamanian towns language classes specifically for medical and business professions, followed by national conferences related to school counseling and foreign languages, to prepare students for their respective vocational fields and form stronger connections with the increasing Hispanic student population.

### **Anderson, Jessica \***

Tour WWI and WWII battlefields, documenting the experience through video and audio, to help students grasp an understanding of the sacrifices made by previous generations of and support an annual school-wide Veterans Day recognition event.

### **Anderson, Pamela \***

Explore across Ireland and Scotland how storytelling bridges the past and present to help students develop an understanding and respect for other cultures, build their reading, writing, and oral presentation skills, and gain exposure to and an appreciation for their own cultural roots and diverse cultures.

### **Andrews, Chinelle \***

Research student and community empowerment efforts in Accra, Ghana, through visits to schools, cultural institutions and with community members to increase student engagement and understanding of content, race and culture.

### **Anheier, Sharilyn \***

Attend the Mechanics Modeling workshop at Siena College in Loudonville, NY, to observe principles of modeling pedagogy while running through each of the core labs and discussion activities from the teacher-developed Mechanics curriculum and integrate findings into pre-existing unit plans for Physics and AP Physics 1.

### **Ashford, Jennifer \***

Attend the Conscious Discipline Conference in Orlando, FL, to learn trauma-informed strategies for minimizing or eliminating behavior referrals and suspensions by teaching students ways to cope with traumatic situations positively and with empathy.

### **Atkins, Jessica \***

Explore mindfulness and emotional regulation techniques in Bali to improve students' social emotional regulation and support those with traumatic backgrounds.

### **Augsberger, Jennifer**

Extend knowledge of Peninsular art and architecture by visiting key cities in Spain to develop a stronger understanding of the the country's rich cultural identities to teach these practices and perspectives to multiple levels of Spanish language classes.

### **Auten, Jill \***

Create mini video lessons with correlating essential questions from sites associated with the birth of our nation in Philadelphia, PA, to enhance the learning of U.S. History and U.S. Government students.

### **Baier, Mary \***

Interact & collaborate with scientists at the Charles Darwin Research Center in the Galapagos Islands and, afterwards, enroll in language classes in Cusco to create culturally-relevant learning for students struggling against language barriers and special education challenges.

### **Baker, Mindy**

Examine how cuisines emerge from the geographic, climatic, economic and cultural circumstances in Italy and France to Improve my culinary skills & techniques so as to improve instruction for cuilnary arts students and improve the quality of products and services in the school's student-run restaurant/ bakery.

### **Baker, Heidi \***

Attend the "Get Your Teach On" National Conference in Orlando, FL, to learn from nationally recognized educators how to foster an environment that creates lifelong learners.

### **Ballard, Brad \***

Observe Costa Rica's biodiversity and conservation efforts alongside expert naturalists who are stewards of this ecologically diverse country to inspire students' positive impact on the environment, both locally and globally.

### **Barker, Barbara**

Research how the biomes of Greater Yellowstone Ecosystem and Grand Teton National Park differ from the northeast biome and how is the sustainability of these ecosystems are being threatened by human activity to inform learning for AP Environmental Science students.

### **Barone, Erika**

Delve into Hawaii's music, dance, and cultural diversity in order to create an authentic, integrated arts

experience for students and deepen personal capacities to teach ukulele and develop an inspiring, sustainable stringed instrument program.

### **Baseel, Maria \***

Participate in the Creativity Workshop in Florence, specifically considering the "Earth to Art" concept and its impact on Renaissance artists, to tap into students' individual creativity and unify scientific and artistic methods when creating artwork.

### **Bauman, Jennifer**

Investigate how the cultures of Nepal and Tibet use art to facilitate meaningful dialogue across multiple religions, philosophies, and mythological histories to develop a school-wide curriculum that connects mask-making, painting, and recycled materials to explore themes of story-telling, happiness, and non-violence.

### **Bennett, Nicole \***

Participate in a Spanish immersion program focused on language, culture and conversation in Cuernavaca, Mexico, to increase our understanding of the culture and heritage of students and improve communication with them and their parents.

### **Betz, Jason \***

Strengthen existing school collaborations with several schools in Sierra Leone to enhance projects, improve distance learning frameworks and create hi-low reading passages linked with primary sources.

### **Biancheri, Heather**

Investigate the complexities of ecotourism in Tanzania and Rwanda and establish contacts with organizations supporting the UN Sustainability Goals to provide students with opportunities to learn about another culture through direct correspondence support their development as global citizens.

### **Bible, Lana \***

Attend The Network of Immersion & CLIL Educators (Content and Language Integrated Learning) Conference in Seville, Spain, to learn strategies for addressing the needs of language learners who are emotionally and behaviorally fragile due to trauma and those with interrupted formal education.

### **Birsch Kenney, Janet**

Document trends in Manga across Japan and South Korea to build a library collection of titles that support the reading interests of my students and provide opportunities for English Language arts colleagues to learn more about this genre and how to support it in their classrooms.

### **Blackburn, Nancy \***

Engage in an immersive experience of the language, history, and culture of Peru to improve Spanish language skills and explore the impact of colonization on Latin American cultures to strengthen relationships with English Language Learners and build culturally responsive, relevant lessons for all students.

### **Blake, Anthony \***

Complete language school in San Pedro, Guatemala, to improve fluency, develop relationships with

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students of all cultural backgrounds, and leverage an increased knowledge of LatinX culture to bridge the gap in the curriculum and cultural competence.

### **Bonaventura, Nicole \***

Study the art of storytelling in Scotland and Ireland to introduce this art form back to students as a tool for improving their literacy skills, including speaking, listening, and writing, with an emphasis on comprehension.

### **Borjestedt, Patricia \***

Attend the Creativity Workshop in Florence, Italy, to reignite a creative spirit through storytelling, creative writing, map making, photography, and mindfulness with the goal of igniting the same creative spirit in students.

### **Boros, Amy \***

Observe Costa Rica's biodiversity and conservation efforts alongside expert naturalists who are stewards of this ecologically diverse country to inspire students' positive impact on the environment, both locally and globally.

### **Bosse, Shauna**

Explore across Germany the technology and history of transportation, as well as the mathematical importance and design that is present in the architecture, to enhance units on proportional relationships and geometry and create learning involving architecture and the use of mathematical concepts.

### **Boyce-Quentin, Kimberly \***

Trace the path of Charles Darwin through the Galapagos Islands to model the National Geographic Explorer Mindset for rising fifth graders who demonstrate mastery by completing personal projects applying the Geo-Inquiry process.

### **Braginsky, Nataliya**

Analyze archives, museums, and historic sites in Los Angeles to gather resources for teaching about the intersection of African American, Indigenous, and Latinx histories and support for a new state mandate to offer African American and Latinx History in all high schools.

### **Branch, Amy \***

Attend the TEACCH (Treatment and Education of Autistic and Communication related handicapped CHildren) training at the University of North Carolina to develop proficiencies in teaching functional academic, vocational, and leisure skills that increase lifelong independence for students with disabilities.

### **Brennan, Colleen**

Conduct a linguistic and cultural immersion of Salamanca, Madrid and Barcelona to enhance student growth in Spanish language and intercultural competency and support the district-wide Social Studies third grade theme of Spain.

### **Brody, Jennifer**

Document in Mexico City and Los Angeles the Mexican Mural Movement, viewing street art and murals

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created by the “big three” Mexican muralists, visiting a learning center about the movement and visiting many museums dedicated to Latin art, to better connect with Hispanic students and their families.

### **Brookes, Sharon**

Conduct an individual research expedition in Ghana and Rwanda to design a compelling curriculum on the Transatlantic Slave Trade that increases students' content knowledge and develop a school wide restorative justice system based on practices to facilitate a deeper sense of belonging in the school community.

### **Bruederle, Paula \***

Attend the Institute for Multi-Sensory Education (IMSE) training in Richmond, VA, learning traditional Orton-Gillingham methods for teaching phonemic awareness and phonics skills, to enhance literacy of struggling readers.

### **Buchbinder, Meredith**

Explore Costa Rica's successful environmental and cultural preservation through photography, Chorotega pottery techniques, mural tours, and nature conservation efforts to produce two transdisciplinary art units and a community mural.

### **Budd, Briana \***

Explore STEM museums and digital fabrication labs in Chicago, Denver, Seattle, and Los Angeles to inspire students to enter a technologically-advanced workforce for a community on the forefront of economic, industrial, and tech sector growth.

### **Budd, William \***

Explore STEM museums and digital fabrication labs in Chicago, Denver, Seattle, and Los Angeles to inspire students to enter a technologically-advanced workforce for a community on the forefront of economic, industrial, and tech sector growth.

### **Busbin, William**

Study the key battlefields and sites of the American Civil War with particular attention given to analyzing the monuments and historical interpretations, such as museums, that reflect the historical memory of the Civil War in preparation for a course unit on Civil War memory.

### **Bush, Nicole**

Study Spanish language and Mexican culture with a focus on Afro-Mexican heritage through an immersion program in Puerto Escondido, Mexico, to enhance communication and relationships with English Language Learners and their parents.

### **Butler, Lenore \***

Participate in the Creativity Workshop in Florence, Italy, to supplement writing workshop units and provide students with strategies to generate ideas, cultivate memories and harness curiosity through mindfulness practice.

### **Byrd, Kimberly \***

Research historic sites in Washington DC to instill in students a stronger love for our nation's history,

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inspire them with stories of the endurance and fortitude of our Founding Fathers and introduce to the curriculum a History Bowl that incorporates the community as judges.

### **Cadorette, Matthew**

Collaborate with the American Friends of Kenya to run workshops with school librarians, distribute books and resources to schools across Kenya and co-create a curriculum a curriculum that supports an understanding of pre-diaspora Africans and post-colonial independence movements throughout the African continents.

### **Camera, Ashley**

Research alternative discipline strategies to integrate into the current school work I do, to in turn reduce the number of suspensions and expulsions, due to current zero tolerance policies. I will learn more about restorative practices, culturally sensitive communication, and assist students in both their education and their lives.

### **Cardellichio, Laurel**

Research traditional knowledge-based agricultural practices in Italy and create partnerships with local farms to create classroom and field lessons promoting traditional farming methods that mitigate climate change, improve food security, and conserve biodiversity.

### **Cardwell, Alyssa \***

Attend the Institute for Multi-Sensory Education (IMSE) training in Richmond, VA, learning traditional Orton-Gillingham methods for teaching phonemic awareness and phonics skills, to enhance literacy of struggling readers.

### **Carroll, Susan**

Live and cook among culinary experts in Spain and France to understand the Spanish heritage and diversity of Family & Consumer Sciences students develop learning about the ingredients, cooking techniques, and dishes associated with the Western Mediterranean diet.

### **Chambers, Sarah \***

Interact & collaborate with scientists at the Charles Darwin Research Center in the Galapagos Islands and, afterwards, enroll in language classes in Cusco to create culturally-relevant learning for students struggling against language barriers and special education challenges.

### **Chandler, Sabrina \***

Research historic sites in Washington DC to instill in students a stronger love for our nation's history, inspire them with stories of the endurance and fortitude of our Founding Fathers and introduce to the curriculum a History Bowl that incorporates the community as judges.

### **Charpentier, Brent**

Research key historical sites in San Francisco associated Westward Expansion, specifically the impact of immigration, technology and the gold rush on the development of our nation, to enhance immigration learning with contributions of minority groups to the creation of our nation.

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**Chen, Kai Xin \***

Attend the Creativity Workshop in Florence, Italy, to find supportive ways of encouraging students to be imaginative and creative when problem solving and sharing their process in mathematics.

**Chironna, Julie \***

Study the art of storytelling in Scotland and Ireland to introduce this art form back to students as a tool for improving their literacy skills, including speaking, listening, and writing, with an emphasis on comprehension.

**Cicilline, Leslie \***

Research in the Redwood National Forests the movement of energy through ecosystems using multiple intelligence theory to design science experiences that immerse students in comparison of ecosystems.

**Cirasuolo, Leigh \***

Explore how relationship building is consciously developed and cultivated by the school culture in Denmark to implement strategies and structures in the school community that promote balanced young people who are able to unplug, connect, and thrive socially, emotionally and academically.

**Clarke, Quayisha \***

Research student and community empowerment efforts in Accra, Ghana, through visits to schools, cultural institutions and with community members to increase student engagement and understanding of content, race and culture.

**Clifford, James**

Work with professors, secondary school teachers and public officials in New Zealand who have mastered inquiry-driven social action to empower students with the competence and confidence to handle the challenges facing them.

**Cohara, Mandy \***

Visit historical sites in South Africa and Zimbabwe to present a realistic image of Africa through authentic African voices and experiences and to provide context for students as they learn about the parallel struggles for freedom shared by our countries.

**Collin, Jason \***

Attend an aquaponics workshop on farm outside San Francisco and then research the farm to table movement in the city to prepare for an installation of the school aquaponics system to be managed by Career & Technical Education students.

**Concannon, Brittany**

Engage in audio, visual, and multi-sensory modes of scientific storytelling throughout Britain to create models that inspire students to curate their own stories of the geological histories of their homes.

**Constantino, Ava**

Become immersed in the language and culture of Colombia to enhance support of English Language

Learners, increase the cultural responsiveness of their math education, and facilitate the academic success of this struggling group of students.

### **Cooper, Jenny \***

Document pedagogies of Deaf cultures and communities across Iceland, Scotland, Norway, Sweden, Finland, and Ireland to provide linguistically-accessible, primary resources that increase world knowledge for and decrease language gaps of deaf students.

### **Cordaro, Caitlin \***

Experience the music, dance, food, language and culture of Cape Verdean towns and islands to better address the unique academic, social and emotional needs of 40% of student population emigrating from there.

### **Couty, Leslie \***

Accompany documentary producer Aimee Stilling on an examination of the Nordic Outdoor Model of Education in the Czech Republic, Denmark, and Sweden to document the benefits of nature-based learning in young children and apply newly acquired skills in urban Pre-K classrooms.

### **Cox, LeAnn**

Travel to Italy for cultural immersion and exploration of the contributions of the Italian people to American culture.

### **Cumagun, Jose Romeo**

Tour two Omron Taiyo manufacturing factories in Japan where the majority of their employees have a disability to design a system for a workplace (simulated in the classroom) that is both conducive and motivating for students with disabilities.

### **Cunningham, Casey**

Experience Vancouver's Indian Summer Festival and INFUSION YA Book Festival, to facilitate thought-provoking discussions about identity; develop opportunities for students to express themselves in nontraditional ways; and to ultimately allow for a safe space for students to learn about themselves and each other.

### **Curtis, Rozanne \***

Experience in Los Angeles and New York City an immersive research of film and theatre to bring real-world training back to students and prepare them for careers in the industry.

### **Dalton, Heather**

Journal and photograph an expedition through Arizona and New Mexico that includes museums, canyons, and the Navajo Reservation to rewrite a social studies curriculum and design an interactive website that compares/contrasts Native Americans of the Northeast and Southwest.

### **Darby, Christopher**

Using the cosmopolitan city of Liverpool as a home base, explore and research the Romantic poets, Lawrence Sterne, and Jane Austen to deepen personal competency and develop students' understanding of the literature and themes associated with a Humanities course.

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**Davis, Stacey \***

Document Hawaii's environmentally conscious culture to heighten student awareness of how their actions affect the global community through authentic real-world problem solving experiences that culminate in an Earth Day celebration.

**Dawson, Breanne \***

Attend the "Get Your Teach On" National Conference in Orlando, FL, to learn from nationally recognized educators how to foster an environment that creates lifelong learners.

**Demmel, Sarah \***

Visit historical sites in South Africa and Zimbabwe to present a realistic image of Africa through authentic African voices and experiences and to provide context for students as they learn about the parallel struggles for freedom shared by our countries.

**Dennard, Amanda \***

Explore virtual reality and robotics in Spain and Portugal to create an enriching, project-based learning environment that includes challenging simulations and forces all students to think critically about technology and human interaction.

**Di Garbo, Kathryn \***

Meet with individuals in Auckland, New Zealand, certified in the Japanese art and science of shinrin-yoku (or forest bathing) to better serve students struggling with anxiety and/or are at-risk for and demonstrate characteristics of ADHD.

**Diaz, Michelle \***

Attend The Network of Immersion & CLIL Educators (Content and Language Integrated Learning) Conference in Seville, Spain, to learn strategies for addressing the needs of language learners who are emotionally and behaviorally fragile due to trauma and those with interrupted formal education.

**Dick, Michael \***

Observe Costa Rica's biodiversity and conservation efforts alongside expert naturalists who are stewards of this ecologically diverse country to inspire students' positive impact on the environment, both locally and globally.

**DiSalle, Kristy \***

Observe Costa Rica's biodiversity and conservation efforts alongside expert naturalists who are stewards of this ecologically diverse country to inspire students' positive impact on the environment, both locally and globally.

**DiVergilio, Kimberly**

Complete the 'Mindful Communication' and 'Dealing with Difficult Emotions' online courses through the Mindful Schools Program, then join a heart centered meditation workshop in Assisi, Italy, to support students suffering from trauma and teach educators how to deepen connections with them.

### **Dolgos, Christopher**

Explore parallels between the anti-slavery movement of the 19th century and the contemporary antiracism movement by visiting the cities of Frederick Douglass's UK speaking tour, learning more about his legacy to inform personal antiracism education, confront inherent biases, and help students understand the impact of racism in their community.

### **Domercant, Kimberly \***

Experience the music, dance, food, language and culture of Cape Verdean towns and islands to better address the unique academic, social and emotional needs of 40% of student population emigrating from there.

### **Donaghue, Katelyn \***

Create mini video lessons with correlating essential questions from sites associated with the birth of our nation in Philadelphia, PA, to enhance the learning of U.S. History and U.S. Government students.

### **Dorr, Andrew**

Explore critical places and landscapes in Europe before the outbreak of WWI and in during the inter-war period to acquire new approaches for engaging students in "isms" and literary and historical trends that seem philosophically intimidating or irrelevant.

### **Downing, Cynthia \***

Through the lens of the UN Sustainable Goals, explore in Vietnam and Japan the consequences of WW II, the Vietnam War, and the impact on the people, culture, and the modern day environment to inspire students to take action that helps achieve the goals by 2030.

### **Dryg, Renee**

Learn the anxiety reduction techniques of Zen Meridian Shiatsu, Bizen-yaki Ceramic production, and Buddhist based Morita psychotherapy in Japan. To help our inner-city students reduce destructive behaviors by incorporating these Eastern cultural practices into an Advisory curriculum for anxiety reduction.

### **Dubreuil, Elizabeth \***

Attend the Bicycle Assembly and Maintenance class at the Barnett Institute in Colorado to transfer skills to middle school and high school students so that may take ownership and responsibility for the school's fleet of bikes and expand the cycling club to incorporate students on the autism spectrum and those with special needs.

### **Duchscherer, Kristin**

Attend the International Baccalaureate/Primary Years Programme Conference in Melbourne, Australia, and, afterwards, the International Congress on the Education of the Deaf in Brisbane to improve services for students with hearing loss who have some form of language and/or academic delay.

### **Dupree, Donnie \***

Observe social emotional/experiential learning and family strengthening programs in some of Austria

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and Italy's SOS Children's Villages and Reggio Emilia schools to replicate the proven social emotional learning practices in classrooms, small group instruction and community collaborations.

### **Dupree, Michelle \***

Observe social emotional/experiential learning and family strengthening programs in some of Austria and Italy's SOS Children's Villages and Reggio Emilia schools to replicate the proven social emotional learning practices in classrooms, small group instruction and community collaborations.

### **Eastman, Beth \***

Participate in a Community Forum Theater facilitator training with a social justice-focused theater company in New York City to incorporate with English Learners arts-based teaching practices that facilitate the exploration of identity and power and how these themes impact students' experiences in the school and community.

### **Eastman, Rachel**

Explore, document, and photograph historic sites from the Vietnam War while volunteering with Peace Trees to enhance instruction of this era and accompany learning provided through Vietnam Veterans' classroom visits.

### **Eleazer, Greer \***

Explore European healthcare models in France, Italy, London and Germany to uncover how their unique histories and cultures affect their systems, how they address culturally-sensitive patient care and how their nutritional guidelines and norms differ in an effort to expose students to diverse care methods.

### **Elsdon, Marlanea \***

Explore the relics of Prague's Jewish community in Prague, Krakow and Auschwitz to better understand the complexities of lived experiences of the Holocaust and encourage critical thought that develops more engaged, active, and compassionate future citizens.

### **Englund, Beth \***

Acquire first hand knowledge of Iceland's raw geologic and geographic features to create and facilitate an interdisciplinary, inquiry based unit that promotes autonomous research of the relationship between humans and Earth's physical features.

### **Erceg, Kelly \***

Research in Norway, Iceland, and Denmark topics of mathematical proportion, scale, Viking history and culture to create a cross-curricular Math/History unit that culminates in the student creation of a Viking Museum exhibiting scaled Viking artifacts and longships.

### **Erickson, Eric**

Volunteer alongside teachers in Ghana and Morocco through two NGOs to create a formal digital cross-cultural exchange with students on the other side of world that equips all participants with an outlet to examine events and share perspectives, ideas, and even potential solutions.

### **Evans, Christopher**

Attend the Innovative Schools Summit in Las Vegas to learn best practices related to progressive school

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discipline, evidence-based instructional strategies, trauma-informed schools, and engaging male learners.

### **Fabiano, Michelle \***

Participate in the Creativity Workshop in Florence, learning strategies and exercises that will translate to more authentic learning for kindergarten students..

### **Farrand, Heidi**

Participate in a drum circle facilitation training with Village Music Circles in Waialua, Hawaii, to enhance student peer to peer relationships and increase academic rigor in a middle school general music classroom.

### **Fisher, Ryan \***

Engage in an immersive Spanish language and culture experience in Ecuador, culminating in an excursion to the Galapagos Islands, to improve fluency and create culturally relevant lessons for English Language Learners.

### **Fisher, Jessica \***

Engage in an immersive Spanish language and culture experience in Ecuador, culminating in an excursion to the Galapagos Islands, to improve fluency and create culturally relevant lessons for English Language Learners.

### **Fletcher, Bethany \***

Enroll in the Teton Science Schools in Jackson Hole, WY, the model and hub for place-based education, to assist in the implementation of a improved educational model that includes a clearer context for learning within a rural community and "real life."

### **Foshee, Betty \***

Attend Project Zero Classroom in Cambridge, MA, to continue school wide integration of flexible, systematic and research-based practices with an emphasis in three core practices: thinking routines, documentation of child thinking, and reflective professional practice.

### **Fox, Maria**

Explore marine and land ecosystem conservation efforts in Palau to develop a phenomenon driven inquiry unit aligned with the Next Generation Science Standards that inspires students to become involved in local and global conservation.

### **Frank, Shannon**

Document in the United Kingdom and Ireland how symbols and art, particularly street art, contribute to social change to inform an International Baccalaureate unit about analysis and symbolism.

### **Frederick, Heidi**

Investigate with Earthwatch Institute in Iquitos, Peru, how global warming and other human activities are affecting the biodiversity of the Amazon Rainforest to create opportunities for students to learn from and work with authentic research and data.

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**Frost, Andrea \***

Research historic sites in Washington DC to instill in students a stronger love for our nation's history, inspire them with stories of the endurance and fortitude of our Founding Fathers and introduce to the curriculum a History Bowl that incorporates the community as judges.

**Fuchs, Jessica \***

Attend the Institute for Multi-Sensory Education (IMSE) training in Richmond, VA, learning traditional Orton-Gillingham methods for teaching phonemic awareness and phonics skills, to enhance literacy of struggling readers.

**Gaebler, Daphne \***

Document US Japanese American relocation sites and related museums in Washington, California, Arizona, Wyoming, Colorado, and Utah to develop materials for learning focused on the lasting effects of America's impact and role in World War II.

**Gallagher, Kristen \***

Attend the Bicycle Assembly and Maintenance class at the Barnett Institute in Colorado to transfer skills to middle school and high school students so that they may take ownership and responsibility for the school's fleet of bikes and expand the cycling club to incorporate students on the autism spectrum and those with special needs.

**Garesio, Ryan**

Attend The Creativity Workshop in Prague to enhance personal writing skills and discover techniques that students can use to think deeply and more effectively process the academic and emotional demands of school and adolescence.

**Gaskell, Suzanne**

Work with traditional and contemporary artists, as well as local educators, in Nepal's Kathmandu Valley, to inform a collaborative art project that combines elements of printmaking and thangka painting.

**Gauna, Rebecca \***

Research in Nayarit, Oaxaca, and Chiapas, Mexico, indigenous history, traditions, and folklore to inform learning for a Latino culture course, facilitate collaborations with English Language Learners in the special education program, and engage Spanish speaking parents.

**Gentry, Jennifer \***

Explore key places along Route 66 to create digital teaching resources about Oklahoma history and how we can share our stories - past and present - as we engage as invested citizens in our state's future.

**Geoghan, Sharon**

Document in Tuscan, Italy, the Mediterranean food model of healthy cooking, eating and living to revamp a food unit in our Family and Consumer Science middle school curriculum and equip students with knowledge that informs healthier food choices.

### **Germe, Veronica \***

Attend the Innovative Schools Summit in Las Vegas to engage with award-winning speakers about research and proven strategies improving our school community community regarding social-emotional regulation and trauma-informed teaching practices.

### **Geselbracht, Rebecca \***

Attend the Learning & the Brain conference at Boston University to engage in intensive training that illuminates understand about the science behind mindfulness and how to bring it into the classroom setting.

### **Giandurco, Melissa**

Explore "The Hero's Journey" in Italy to create an introductory thematic unit on humanitarianism and inter-connectivity through creative learning applications for the 8th grade special education learning population.

### **Glaser, Melanie \***

Attend the Innovative Schools Summit in Las Vegas to engage with award-winning speakers about research and proven strategies improving our school community community regarding social-emotional regulation and trauma-informed teaching practices.

### **Godfrey, Bret**

Research and document in France, Belgium and Luxembourg contributions made by American Indians during World War II to create engaging lessons that incorporate these contributions for preK-8 students sharing this heritage.

### **Gordon, Natasha \***

Research student and community empowerment efforts in Accra, Ghana, through visits to schools, cultural institutions and with community members to increase student engagement and understanding of content, race and culture.

### **Gorss, James \***

Participate in an eight-day immersion experience learning mindfulness techniques in Bali to institute efforts geared around students emotional regulation that will foster resilience, reduce toxic stress and build self-awareness translating into higher educational outcomes.

### **Grande, Jessica**

Document Cuban cultural and educational centers in Havana through meetings with educators to gain insight on the successful historical literacy campaign and launch a youth participatory action research literacy campaign with high school students.

### **Griffin, Victoria \***

Retrace Hemingway's experiences in Europe to discover how the author's personal interactions with environment, historical moment, and differing cultures influenced his work and inspire students to examine their surroundings and write about their personal experiences to become authors of the 21st century.

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### **Grover, Heather \***

Attend the International Society of Music Education Conference in Helsinki and Proms Classical Music Festival in London to document international approaches to teaching music performance and develop new learning on world cultures that increases student, school, and community awareness of global diversity through music.

### **Guarnaccia, Rasa \***

Document Queensland, Australia's state-wide school-based assessment program, focusing on their implementation of mathematical modeling tasks, to refine teaching practice create classrooms where students feel safe enough to take risks when grappling with math ideas.

### **Gutekunst, Kerri \***

Attend the Learning & the Brain conference at Boston University to engage in intensive training that illuminates understand about the science behind mindfulness and how to bring it into the classroom setting.

### **Haddad, Douglas**

Participate in a one-week intensive, instructional program in filmmaking at the New York Film Academy to inform middle schools students with writing, directing, camera and digital editing skills for collaboration on a long term film-based project for the school and community.

### **Hall, Karina \***

Explore in Zimbabwe's history and culture through the Black2Africa project developed by Nekia Wright to connect black students to the history and culture of their ancestors and develop an overall deeper comprehension about the story of humanity.

### **Halvorson, Kelsey \***

Research the Rwandan genocide and ecosystems, volunteer at the Women's Education Project, and tour the UN headquarters in Kenya to improve an interdisciplinary Model United Nations unit that encourages positive community action.

### **Hand, Erica \***

Explore European healthcare models in France, Italy, London and Germany to uncover how their unique histories and cultures affect their systems, how they address culturally-sensitive patient care and how their nutritional guidelines and norms differ in an effort to expose students to diverse care methods.

### **Hanlon, Rebecca \***

Become immersed in the cultures of England and Ireland, focusing on young adult authors' backgrounds and inspiration to expose students to a variety of genres and and strengthen their reading skills and engagement.

### **Hanlon, Alyssa \***

Become immersed in the cultures of England and Ireland, focusing on young adult authors' backgrounds and inspiration to expose students to a variety of genres and and strengthen their reading skills and engagement.

### **Hanus, Trisha**

Join an expedition led by a Native American guide to sacred sites in three National Parks to teach the social, personal, and spiritual aspects of the victors AND marginalized peoples in history and increase student interest in the National Park System.

### **Hardin, Japho**

Enroll in the Home Design/Build course at Yestermorrow in Waittsville, VT, experience the Rural Studio, an off-campus design/build program in the School of Architecture at Auburn University, and document prominent works of American Architecture in New York City to provide Architectural & Engineering Design students with equitable access to quality design education.

### **Hardy, Chavala \***

Attend the Solidarity, Peace, and Social Justice conference at The Hague in The Netherlands to develop strategies for bringing global peace building into the classroom, focusing on issues such as migration, environmental change, and social inequality.

### **Harris, Jennifer \***

Attend the Conscious Discipline Conference in Orlando, FL, to learn trauma-informed strategies for minimizing or eliminating behavior referrals and suspensions by teaching students ways to cope with traumatic situations positively and with empathy.

### **Hart, Meredith \***

Explore how relationship building is consciously developed and cultivated by the school culture in Denmark to implement strategies and structures in the school community that promote balanced young people who are able to unplug, connect, and thrive socially, emotionally and academically.

### **Hatcher, Julie**

Participate in the Oxford Teacher Seminar's "The Library and the Academy" and also tour historic English libraries to share with students the history of librarianship, expand their knowledge of different cultures and challenge them to stand up to censorship and preserve intellectual freedom with their reading materials.

### **Hauver, Justin**

Research the Mexican Revolution in the historically important city of Puebla through the study of language, culture, and education to strengthen students' academic identities and build better connections between students, our school, and families.

### **Hayden, Andrea \***

Attend the Elementary Mathematics Laboratory at the University of Michigan to learn high leverage teaching practices that foster social justice and equity, and coaching skills.

### **Haydu, Beth \***

Participate in The Creativity Workshop in Florence to learn creative writing techniques using art, photography, storytelling, mapmaking, mindfulness and visualization that will help young students explore their inner creativity.

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### **Hazuda, Michelle \***

Attend the Institute for Multi-Sensory Education (IMSE) training in Richmond, VA, learning traditional Orton-Gillingham methods for teaching phonemic awareness and phonics skills, to enhance literacy of struggling readers.

### **Heffron, James**

Analyze in the Tsongas Industrial History Center, libraries at the Lowell National Historic Parks and UMASS Lowell's Center for Lowell History primary sources regarding the role of women in the Industrial Revolution before exploring important (past and present) industrial centers in England and Germany to enhance student learning in 19th Century US/World History classes and Economics classes.

### **Hemenway, Kimberly \***

Participate in the "Teaching Mindful Students" institute at Boston University to learn strategies for helping high school students manage stress, pay attention, and regulate impulses in the classroom.

### **Hendricks, Kathryn**

Explore and photograph unique geographic characteristics of Iceland and Greenland while simultaneously witnessing how these populations manage climate change and renewable resources to prepare students as critical thinkers who can problem solve the challenges their generation will face, both in terms of global warming and for minimizing natural disasters.

### **Hernandez, Andrew**

Study AfroCuban drumming at La Casona del Son in Havana, Cuba, to create a culturally affirming before-school drumming club that improves solidarity among Black and Latinx students, increases attendance and academic engagement, provides leadership opportunities and engages the broader community through shared performances.

### **Higgins, Gina**

Explore in Tokyo, Nagano, Kyoto, and Hiroshima Japan's complex relationship with the United States to develop a World War II on the legacy of the atomic bomb on Hiroshima, Nagasaki, and the nation as a whole after 75 years.

### **Hill, Julie \***

Attend the Learning & the Brain conference at Boston University to engage in intensive training that illuminates understand about the science behind mindfulness and how to bring it into the classroom setting.

### **Hilliard, Elizabeth \***

Embark on a detailed and curricula-adjacent literary tour of the UK so to better prepare to help students analyze a particular point of view or cultural experience reflected in a work of literature from outside the US.

### **Hingpis, Juanito \***

Observe schools in the Philippines where multiple native languages and varying levels of the official language proficiency are common struggles, and also give back by providing professional development

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workshops, to identify and implement best practices for Multilingual Learners and Special Needs students.

### **Hogue, Jonathan \***

Attend the Solidarity, Peace, and Social Justice conference at The Hague in The Netherlands to develop strategies for bringing global peace building into the classroom, focusing on issues such as migration, environmental change, and social inequality.

### **Holland, Lorrie**

Visit the Reef Guardian School and multiple aquariums and conservation organizations across Australia to teach students how to survey their observations along the Tennessee River and protect its ecosystems.

### **Honegger, Julia**

Enroll in a Spanish immersion language program at the Instituto Cultural Oaxaca while staying with a host family, to improve communication with students and their families and support the content knowledge of adolescent newcomers who must accelerate their learning to graduate with a high school diploma.

### **Honsinger, Rachael \***

Study oracy, an oral communication program used in the United Kingdom that improves students' speaking and listening skills, to implement the practice school-wide through intentional student instruction and professional development for colleagues.

### **Hoosier, Angela**

Learn field research techniques and engineering designs in the Peruvian Amazon that inspire students to consider implementing conservation initiatives in local waterways and forests that are over-fished, over-hunted and polluted.

### **Horner, Kelsi \***

Engage in an immersive experience of the language, history, and culture of Peru to improve Spanish language skills and explore the impact of colonization on Latin American cultures to strengthen relationships with English Language Learners and build culturally responsive, relevant lessons for all students.

### **Howard, Bonnie**

Travel to Vietnam and document the cultural experience through photographs, stories, and blogs. Upon return, I will share my global experience and develop a cross-curricular writing unit designed to help all students create their own narratives inspired by real images of the people, places, food, and culture of Vietnam.

### **Hubbard, Angela**

Embark on a driving tour of the east coast of the United States, with stops in Philadelphia, Boston, Williamsburg, Charleston and Birmingham, to create video hooks for engaging lessons supporting U.S. History, Revolutionary War, Civil War and Civil Rights curriculums.

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### **Ibarra, Carolina \***

Learn from contemporary artists in Michoacan and Oaxaca the history of traditional Mexican crafts that utilize sustainable art making practices with eco-friendly art materials to integrate students' culture as a source of inspiration in the art room.

### **Imperato, Christian \***

Travel across America to several famous Native American landmarks and learning centers to make curriculum on Native American history and culture more relatable and illuminate perspectives of historical events beyond those presented in textbooks and PowerPoints.

### **Irwin, Robert \***

Attend the Creativity Workshop in Barcelona followed by an exploration of Spain's architectural, historical, natural, and artistic sites to bring multiple modalities into the classroom to support all learners.

### **Irwin, Shelby \***

Attend the Creativity Workshop in Barcelona followed by an exploration of Spain's architectural, historical, natural, and artistic sites to bring multiple modalities into the classroom to support all learners.

### **Jackson, Devalin \***

Explore in Zimbabwe's history and culture through the Black2Africa project developed by Nekia Wright to connect black students to the history and culture of their ancestors and develop an overall deeper comprehension about the story of humanity.

### **Jacobson, Nicholas \***

Attend the 'Visual Controversies in South Africa, Past and Present' conference at Stellenbosch University in Cape Town, South Africa, to make lessons about South African culture and apartheid more accessible to Special Education students and English Language Learners within 10th grade English classes.

### **James, Brandee \***

Participate in The Creativity Workshop in Florence to learn creative writing techniques using art, photography, storytelling, mapmaking, mindfulness and visualization that will help young students explore their inner creativity.

### **Janski, James**

Explore Alaska's Denali, Kenai Fjords and Wrangell-St. Elias National Parks to learn firsthand about glaciers, climate change, and the tilt of the Earth, and enhance students' understanding of these science concepts.

### **Jenkins, Dione \***

Attend the Conscious Discipline Conference in Orlando, FL, to learn trauma-informed strategies for minimizing or eliminating behavior referrals and suspensions by teaching students ways to cope with traumatic situations positively and with empathy.

### **Johnson, Jessica \***

Enroll in the Teton Science Schools in Jackson Hole, WY, the model and hub for place-based education, to assist in the implementation of a improved educational model that includes a clearer context for learning within a rural community and "real life".

### **Johnson, Janine**

Traverse Central Europe, including stops at Auschwitz and Berlin - the settings of two of the school library's most popular historical fiction novels - in order to deepen students' understanding of world conflict and the Holocaust and promote a greater sense of understanding and tolerance in the community.

### **Johnson, Lindsay**

Study Japanese cuisine through the country's culinary capitals and classes to integrate authentic cooking methods, nutritional concepts and cultural understanding into the Family & Consumer Sciences classroom.

### **Jones, Natalie**

Research across Ethiopia Coptic art, historic architecture and traditional crafts to inspire global learners through a new IB Visual Arts curriculum that focuses on community, culture and self-discovery through the lens of Ethiopian culture.

### **Jones, Nora \***

Research conservation efforts in the Republic of Palau, as well as the ecology, history, geography, and culture of the island country, to compare/contrast our local community and guide a student-led, interdisciplinary project focused on environmental issues.

### **Jurewicz, Ilona**

Volunteer with the community outreach department at Lilayi Elephant Orphanage in Lusaka, Zambia, to learn new methods for developing a project-based unit that speaks to diverse populations while continuing an already established pen pal program with the local school there.

### **Karimi, Soraya**

Research how Alaskan Natives honored those in their communities to create curriculum that celebrates indigenous backgrounds of English Language Learners and their families within the school community.

### **Keeney, Lucy \***

Investigate different cultures and geographic regions in Peru to document the impact of environment and geography on groups of people and create social studies units that give students access to real life artifacts and encourages critical thinking about complex questions.

### **Keith, Ralph**

Partner with the Columbia River Maritime Museum, the Columbia Bar Pilots and the United State Coast Guard in Astoria, OR, to create learning about geography of the lower Columbia River Basin, weather of the Pacific Northwest, and how humankind adapted to thrive in this region over time.

### **Kelly, Erin**

Participate in a cultural exchange program focused on music and dance in the Dominican Republic, enrolling in classes interviewing local artists and recording performances, to create an arts-integrated literacy unit and start an extracurricular dance club.

### **Khan, Intisar**

Explore Hawaii's living landscape, interview Yale University's STEM professionals, and attend the Mikva Action Civics Summer Institute in Chicago to incorporate inclusive images of scientists, integrate social responsibility and social justice in the elementary science classroom and inspire all students to believe they can reach their fullest potential.

### **Kielma, Carolyn**

Document wildlife and interview park rangers at the Grizzly & Wolf Discovery Center, Rockefeller Preserve, and Yellowstone and Grand Teton National Parks to understand the ecology and biology of the area and answer the question "How Can Wolves Change Rivers" based on the reintroduction of wolves to YNP in 1995.

### **King, Kim**

Experience the art and culture of South Korea to accurately guide students to value and respect people and communities different from their own through art.

### **Kirchner, Amy**

Research Afro Brazilian history and culture in Rio de Janeiro and Salvador to engage students in a deeper study of the African Diaspora.

### **Kline, Amanda \***

Document pedagogies of Deaf cultures and communities across Iceland, Scotland, Norway, Sweden, Finland, and Ireland to provide linguistically-accessible, primary resources that increase world knowledge for and decrease language gaps of deaf students.

### **Lawlor, Jaclyn**

Conduct research on climate change in Montana to enhance math education through the creation of an interdisciplinary senior seminar course that conflates math, earth science and naturalist writings to examine current issues.

### **Lee, Amy**

Attend the World Music Drumming Level 1 workshop in Northport, NY, to learn classroom drumming, singing and movement from the cultures of Africa and the Caribbean and implement the skills in a K-5 general music setting.

### **Lentz, Emily**

Research traditional Asian forms of mindfulness from Buddhist monks across South Korea and Japan to create a Social and Emotional Learning program that empowers students with techniques to decrease stress and increase learning by improving their mental well-being.

*\*Denotes a team grant.*

### **Lenzner, David \***

Explore common political, cultural, and literary themes in Chile and Uruguay to build personal cultural competence, curate key resources, and develop curriculum entitled "The Power of Language" that leverages our students' bilingualism and culture as a primary asset.

### **Leone-Getten, Timothy**

Experience the US/Mexico border as an interpreter for lawyers in family detention centers and afterwards research in Guatemala conditions leading to mass emigration to help Spanish students unpack the complex issues surrounding immigration.

### **Levin, BatSheva \***

Observe schools in the Philippines where multiple native languages and varying levels of the official language proficiency are common struggles, and also give back by providing professional development workshops, to identify and implement best practices for Multilingual Learners and Special Needs students.

### **Lewis, Katie \***

Study oracy, an oral communication program used in the United Kingdom that improves students' speaking and listening skills, to implement the practice school-wide through intentional student instruction and professional development for colleagues.

### **Litchfield, Emily \***

Investigate different cultures and geographic regions in Peru to document the impact of environment and geography on groups of people and create social studies units that give students access to real life artifacts and encourages critical thinking about complex questions.

### **Livingstone, Tina**

Learn techniques for fostering imagination and ingenuity through the Creativity Workshop in Florence and, afterwards, explore museums there and in New York City to find inspiring ways to incorporate visual art into core subjects and to produce students who are inventors and problem-solvers.

### **Lynch, Sarah**

Explore Latin American language and culture at Spanish World Institute in Bogota, Colombia, to improve communication with Spanish speaking students/families and ease students' transition to a new country/school.

### **Magary, Katharine \***

Attend the Mechanics Modeling workshop at Siena College in Loudonville, NY, to observe principles of modeling pedagogy while running through each of the core labs and discussion activities from the teacher-developed Mechanics curriculum and integrate findings into pre-existing unit plans for Physics and AP Physics 1.

### **Makuch, Samantha**

Attend the Project Based Learning World Conference in Napa, California, to gain in-depth knowledge about best practices for teachers and delivering rigor and content knowledge to students.

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**Mandel, Brynn \***

Explore the relics of Prague's Jewish community in Prague, Krakow and Auschwitz to better understand the complexities of lived experiences of the Holocaust and encourage critical thought that develops more engaged, active, and compassionate future citizens.

**Mapes, Noelle**

Achieve fluency in Spanish by spending a month at an intensive language immersion school in Mexico City to better serve a large portion of school families who speak Spanish as a primary language.

**Marcello, Claudia**

Complete intensive training at the Epona Equestrian Center in Atajate, Spain and volunteer at a nearby equine sanctuary using holistic horsemanship applications to rehabilitate horses and other animals to equip Agricultural Science and Technology students with skills that can dramatically improve their ability to care and handle horses who have suffered from neglect, trauma, or abuse.

**Marroquin, Maria \***

Investigate different cultures and geographic regions in Peru to document the impact of environment and geography on groups of people and create social studies units that give students access to real life artifacts and encourages critical thinking about complex questions.

**Martin, Elizabeth \***

Attend Project Zero Classroom in Cambridge, MA, to continue school wide integration of flexible, systematic and research-based practices with an emphasis in three core practices: thinking routines, documentation of child thinking, and reflective professional practice.

**Martorelli, Dawn**

Become immersed in the lives of Scottish authors J.K. Rowling and Robert Louis Stevenson to demonstrate how literature may incorporate or promote social, historical, economic, political, and cultural commentary, either explicitly or implicitly through irony, allegory, and symbolism.

**Matson, Lisa**

Participate in three different wellness courses (Laughter Yoga, Mindfulness Now, and Self-Warmth) in London to become proficient in stress reduction techniques that will enhance student achievement and engagement and improve the overall school climate.

**May, Dawn \***

Research in the Redwood National Forests the movement of energy through ecosystems using multiple intelligence theory to design science experiences that immerse students in comparison of ecosystems.

**McCarney, Patrick**

Experience World War II landmarks, museums, and monuments, gathering the stories of those on the battlefield and home front--young soldiers, women and minorities--to make the diversity of the American war experience more visible for students.

### **McCarthy, Mary**

Participate in "Mindfulness for Teachers: A Hands on Approach" in Florence, Italy, to combat the rise in anxiety and depression among children and cultivate mindfulness as a tool that helps them deal with their emotions in healthy ways.

### **McCaughey, Jason**

Complete a bicycle frame course taught by Mike Flanigan and Alternative Needs Transportation in Walpole, MA, to teach juniors and seniors the physics and mechanics behind designing and building a custom bicycle frame.

### **McElroy, Mary-Catherine \***

Study oracy, an oral communication program used in the United Kingdom that improves students' speaking and listening skills, to implement the practice school-wide through intentional student instruction and professional development for colleagues.

### **McGuirt, Andrea \***

Document personal cultural heritage in England and Ireland to demonstrate the connection between creative expression in the fields of fashion and art and inspire a celebration of diversity through students' personalized creations that document their heritage.

### **McIntyre, Heather \***

Document personal cultural heritage in England and Ireland to demonstrate the connection between creative expression in the fields of fashion and art and inspire a celebration of diversity through students' personalized creations that document their heritage.

### **McKay, Keri**

Complete Spanish classes while living with a family in San Pedro, Guatemala, then volunteer with an organization in Antigua to better communicate with students and their families, enhance Spanish curriculum, and serve as a resource to colleagues and the community.

### **McKinney, Latasha**

Attend the American Library Association (ALA) annual conference in Chicago to learn about the most innovative practices for technology integration, student collaboration, and reading intensification as a means of enhancing educational opportunities for at-risk youth and their families.

### **McMartin, Joshua \***

Attend the TEACCH (Treatment and Education of Autistic and Communication related handicapped CHildren) training at the University of North Carolina to develop proficiencies in teaching functional academic, vocational, and leisure skills that increase lifelong independence for students with disabilities.

### **McNamara, Jaime \***

Research the Rwandan genocide and ecosystems, volunteer at the Women's Education Project, and tour the UN headquarters in Kenya to improve an interdisciplinary Model United Nations unit that encourages positive community action.

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### **Mentnech, Kayleigh**

Explore and photograph the diverse wildlife in Yellowstone and Grand Teton National Parks to enrich animal and plant science curricula and integrate science and literacy learning throughout the lower school.

### **Mesanovic, Emina \***

Explore the role of Iceland's volcanic origins in shaping the landscape, wildlife and culture of the island to create engaging science phenomenon develop an applied learning project that utilizes critical thinking, literacy, numeracy and communication skills.

### **Michalak, Olivia**

Learn new applications of BrainDance during the Summer Dance Institute for Teachers at the Creative Dance Center in Seattle, WA, to offer innovative and inclusive learning that supports students with special needs.

### **Miller, Sterling \***

Travel across China and Japan on Magnetic Levitation trains and hang glide off of Mt. Fuji to document the juxtaposition of aerodynamics and drag and inform a cross-curricular project with Transportation and Video Production students that results in a documentary film.

### **Mitchell, Michele**

Investigate the habitat, human impact, and environmental factors affecting the plight of endangered sea turtles in Florida to bring awareness, engaging cross-curricular activities, and real-world problem solving third grade students and the school community.

### **Moll, Joseph**

Volunteer at Zimbabwe's Imire Conservancy, helping track animal movements, engaging in anti-poaching patrols, and working on local educational outreach efforts to deepen the content of conservation and sustainability in courses and improve personal ability to organize sustainability actions that benefit economically marginalized communities through the school's Green Team, Travel, and LGBTQ Clubs.

### **Moll, Philip**

Explore characteristics of Paris, Rotterdam, Amsterdam, Houten, Copenhagen, and San Francisco while simultaneously researching the history of 20th century government sanctioned racial segregation to study in depth Charles Montgomery's "Happy City" and Richard Rothstein's "Color of Law" and help students reflect on their membership within their city and use design thinking to create real project proposals for a happier, more equitable, and more ecologically stable world.

### **Mollard, Cynthia**

Research the 2024 Olympics and Paralympics in Paris and how schools are incorporating Olympic culture and history into their curriculum to create a French curriculum with the over-arching theme of the Olympics.

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### **Moore, Amber \***

Apply strategies from the Creativity Workshop in Florence and intentionally-selected art classes to incorporate visual arts into academic content areas, give minority students and English Language Learners a platform for creative expression, and provide after-school creativity lessons for students and their families in our low-income, rural area.

### **Morrell, Leonard \***

Attend an aquaponics workshop on farm outside San Francisco and then research the farm to table movement in the city to prepare for an installation of the school aquaponics system to be managed by Career & Technical Education students.

### **Morrison, Steven \***

Study the progression of major scientific contributions to the atomic theory in the United Kingdom, France, Switzerland, and Germany, engaging with museum experts at atomic exhibits and exploring current research at CERN and ITER research facilities, to provide students role models in STEM professions and help them envision professions in a leading community of growing advanced initiatives.

### **Moseley, Melissa \***

Attend the TEACCH (Treatment and Education of Autistic and Communication related handicapped CHildren) training at the University of North Carolina to develop proficiencies in teaching functional academic, vocational, and leisure skills that increase lifelong independence for students with disabilities.

### **Motycka, Sarah**

Meet with artists, hike with naturalists, connect with university educators to explore the geology of clay in both Alaska and the Four Corners of the American Southwest to inspire personal practice as an artist/teacher and expand a K12 art curriculum.

### **Mullins, Emma \***

Follow in the footsteps of renowned musicians and music educators through Central Europe to create concrete connections in music history and introduce new songs, stories, and traditions into the lives of young students.

### **Myers, Veda \***

Experience major sites of indigenous resistance, culture and scholarly achievements in the autonomous areas of Chiapas controlled by the Zapatista to develop a culturally relevant, interdisciplinary 10th grade curriculum that focuses on indigenous people and their impact on art, mathematics, and resistance.

### **Neely, Norma**

Retrace the expedition of Lewis and Clark via the Columbia and Snake Rivers to authenticate learning about the Pacific Northwest and inspire a student driven community-wide learning event that compares and contrasts regional climate, flora and fauna, uses of natural resources and Native American groups.

### **Nelson, Robert**

Conduct a fish-tagging expedition that incorporates research at the Gray Fish Research Project in Pompano Beach, FL, and individual work in Pine Island Sound to demonstrate for students that an

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understanding of science is not a means to an end, but a lens by which we filter all of our experiences and interaction with the natural world.

### **Neman, Joseph**

Explore the South African towns and cities described in Trevor Noah's autobiography "Born a Crime," experiencing first-hand the historic settings of the apartheid and learning how the people have used comedy and storytelling to present universal truths about the human experience, to ultimately teach students to do the same thing in their own communities.

### **Nemanich, Mary**

Join an expedition through the Road Scholars program to explore the cultural diversity of Peru, with an emphasis on the Incas, to resurrect the cultural component of Spanish language classes and increase students' appreciation of diversity.

### **Newberry, Donna \***

Participate in the Creativity Workshop in Barcelona to explore techniques to increase creative potential and help students transcend emotional trauma and develop self-esteem and confidence.

### **Nixon, Karen \***

Research conservation efforts in the Republic of Palau, as well as the ecology, history, geography, and culture of the island country, to compare/contrast our local community and guide a student-led, interdisciplinary project focused on environmental issues.

### **Niziolek, Michael \***

Study the impact man made climate change has on Hawaii and investigate how advocacy and new technology are working to counteract its effects to develop a unit that empowers students to create their own environmental focused advocacy projects.

### **Niziolek, Barbara \***

Study the impact man made climate change has on Hawaii and investigate how advocacy and new technology are working to counteract its effects to develop a unit that empowers students to create their own environmental focused advocacy projects.

### **Nofsinger, Kimberly**

Attend The Creativity Workshop in Prague to explore creative processes before following WWII war correspondents' reports through Poland, Germany, and France to strengthen a unit on the impact of war and the power of words.

### **Nylen, Wendy**

Document iconic artwork in Barcelona and Madrid to facilitate a visual literacy curriculum for an English elective course that exposes students to art, literature, movies, and music as a way to understand how these mediums shape social, political, and cultural changes in our world.

### **O'Brien, Natalie \***

Participate in the Creativity Workshop in Florence, specifically considering the "Earth to Art" concept

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and its impact on Renaissance artists, to tap into students' individual creativity and unify scientific and artistic methods when creating artwork.

### **Ommen, Helen \***

Attend the Elementary Mathematics Laboratory at the University of Michigan to learn high leverage teaching practices that foster social justice and equity, and coaching skills.

### **Orpen, Joshua**

Investigate and compare U.S. immigrant groups from the 19th century to today through research in Ireland, Northern Ireland, England, and Belgium to build student empathy, personal connections to history, and develop citizenship skills in a democracy.

### **Osburn, Candice \***

Research historic sites in Washington DC to instill in students a stronger love for our nation's history, inspire them with stories of the endurance and fortitude of our Founding Fathers and introduce to the curriculum a History Bowl that incorporates the community as judges.

### **Osequera-Conner, Olivia \***

Study the progression of major scientific contributions to the atomic theory in the United Kingdom, France, Switzerland, and Germany, engaging with museum experts at atomic exhibits and exploring current research at CERN and ITER research facilities, to provide students role models in STEM professions and help them envision professions in a leading community of growing advanced initiatives.

### **Osleson, Jill \***

Attend the Learning & the Brain conference at Boston University to engage in intensive training that illuminates understand about the science behind mindfulness and how to bring it into the classroom setting.

### **Osters, Jonathan**

Document the Alhambra and other Moorish monuments in southern Spain to investigate the connection between geometric Islamic art and high school geometry, document the mathematical legacy of the Moors, and give students an opportunity engage with tangible examples from a mathematical tradition from a different culture, place, and time.

### **Outwater, Marina**

Document throughout Ethiopia the Six Essential Elements of Geography to transform a sub-Saharan Africa unit and create dynamic lessons that will use authentic learning and the inquiry model.

### **Padua-Hughes, Tracy \***

Explore the ancient civilizations of Greece through archaeological, architectural and cultural sites to design learning that connects math and history.

### **Papa, Kara \***

Attend an aquaponics workshop on farm outside San Francisco and then research the farm to table movement in the city to prepare for an installation of the school aquaponics system to be managed by Career & Technical Education students.

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**Papallo, Christen \***

Study the history and culture of San Juan, Puerto Rico, in order to enrich the curriculum, increase familial involvement within the school, and provide students the opportunity to positively engage with their community.

**Paredes, Rosario \***

Attend The Network of Immersion & CLIL Educators (Content and Language Integrated Learning) Conference in Seville, Spain, to learn strategies for addressing the needs of language learners who are emotionally and behaviorally fragile due to trauma and those with interrupted formal education.

**Parisi, Christine \***

Strengthen existing school collaborations with several schools in Sierra Leone to enhance projects, improve distance learning frameworks and create hi-low reading passages linked with primary sources.

**Pattison, Julie \***

Explore the history and culture of Vienna, Salzburg, and Munich to create trauma informed classrooms that incorporate hands-on learning experiences grounded in the arts for pK-5 students.

**Pearce, Andrew \***

Study the art of storytelling in Scotland and Ireland to introduce this art form back to students as a tool for improving their literacy skills, including speaking, listening, and writing, with an emphasis on comprehension.

**Peeper, William**

Explore the "crossroads of conflict" between Berlin, Krakow, Prague and Budapest to research the extensive unrest and political conflict during the 20th century and inspire students with the resilience and recovery of the people through personal narratives and local histories.

**Pellegrino, Louis**

Experience locations in the northern Great Plains significant to American Indian history and culture, and meet with educators at museums and colleges in the region to re-frame instruction to a more inquiry-based approach.

**Perusse, Joseph \***

Travel across America to several famous Native American landmarks and learning centers to make curriculum on Native American history and culture more relatable and illuminate perspectives of historical events beyond those presented in textbooks and PowerPoints.

**Peters, Rachel \***

Attend the Mechanics Modeling workshop at Siena College in Loudonville, NY, to observe principles of modeling pedagogy while running through each of the core labs and discussion activities from the teacher-developed Mechanics curriculum and integrate findings into pre-existing unit plans for Physics and AP Physics 1.

### **Pezqueda, Erin**

Participate in language and cultural immersion for French teachers in Normandy language, followed by an exploration of sites where American presence made a significant difference Northwestern France, to enhance language classes and exposing Model UN students to international issues and potential resolutions.

### **Pierson, Jennifer**

Improve upon current linguistic proficiency through daily individual classes in Antigua and San Pedro La Laguna, Guatemala, to better support special education students in Spanish immersion classrooms, better collaborate with Spanish speaking teachers, and better communicate with Spanish speaking families.

### **Popa, Eugenia**

Conduct an independent research tour of Spain, Portugal and Morocco, focusing on the impact of different religions in this region, to incorporate the global influence of the Islamic civilization into Social Studies learning for ESL, immigrant students.

### **Porch, Staci \***

Retrace Hemingway's experiences in Europe to discover how the author's personal interactions with environment, historical moment, and differing cultures influenced his work and inspire students to examine their surroundings and write about their personal experiences to become authors of the 21st century.

### **Potter, Jackson**

Learn about popular education and theatrical methods devised by the Brazilian Freirean practitioner Augusto Boal through training at the Mandala Center for Change in Port Townsend, WA, to empower students with theatrical skills that explore the inner-world of regular people who have been shaped and impacted by local and global forces.

### **Prabhu, Marianne**

Research bike-sharing programs in Tokyo, Kyoto, Nara, Osaka, Kobe, and Okinawa to design a unit around data analysis that informs students' recommendation on how Manhattan can use data to improve bike lanes, dock locations, bus routes, housing plans and more.

### **Precil, Geraldine**

Enroll in a language immersion in Salamanca, Spain, exploring distinct aspects of Hispanic cultures and the implications for educating Latinos to redesign lessons on Latino experiences and re-engage Spanish-speaking students and parents in English curricula.

### **Prevedel, Cynthia \***

Participate in the "Teaching Mindful Students" institute at Boston University to learn strategies for helping high school students manage stress, pay attention, and regulate impulses in the classroom.

### **Prout, Lorraine**

Complete a rigorous creative writing program at Oxford University to deepen knowledge of various

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techniques used by writers and enhance students' understanding of these techniques so that they can improve their literary analysis skills.

### **Purdy, Christopher**

Explore Alaska's Denali and Kenai National Parks, Chugach National Forest, and the glaciers of Prince Williams Sound to learn how global climate change impacts glacial melting and rising sea levels and how extreme environments influence natural selection as aligned with Next Generation Science Standards.

### **Queen, Jody \***

Tour WWI and WWII battlefields, documenting the experience through video and audio, to help students grasp an understanding of the sacrifices made by previous generations of and support an annual school-wide Veterans Day recognition event.

### **Quentin, Bradley \***

Trace the path of Charles Darwin through the Galapagos Islands to model the National Geographic Explorer Mindset for rising fifth graders who demonstrate mastery by completing personal projects applying the Geo-Inquiry process.

### **Quiroz, Sophia \***

Attend The Network of Immersion & CLIL Educators (Content and Language Integrated Learning) Conference in Seville, Spain, to learn strategies for addressing the needs of language learners who are emotionally and behaviorally fragile due to trauma and those with interrupted formal education.

### **Rabkin, Samuel**

Enroll in intensive Arabic language courses in Cairo, Egypt, while independently researching the Egyptian perspective on mediation, reconciliation, and conflict resolution to redesign the peer mediation program and more effectively communicate with Arabic students and their families.

### **Rakes, Erinn \***

Explore the history and culture of Vienna, Salzburg, and Munich to create trauma informed classrooms that incorporate hands-on learning experiences grounded in the arts for pK-5 students.

### **Reaves, Lisa \***

Through the lens of the UN Sustainable Goals, explore in Vietnam and Japan the consequences of WW II, the Vietnam War, and the impact on the people, culture, and the modern day environment to inspire students to take action that helps achieve the goals by 2030.

### **Reggiano, Michele \***

Explore the role of Iceland's volcanic origins in shaping the landscape, wildlife and culture of the island to create engaging science phenomenon develop an applied learning project that utilizes critical thinking, literacy, numeracy and communication skills.

### **Rehfeldt, Kristen**

Increase fluency at The Frida Spanish School in Mexico City while researching regional dances of Mexico at festivals and arts schools to enhance bilingual learning structures and add culturally-relevant content to K-8 dance curriculum.

*\*Denotes a team grant.*

### **Rei, Janelle**

Experience in South Africa the locations in which two books in the fifth grade curriculum are set to support student learning and to make global connections through The Global Read Along program.

### **Reihl, Thomas \***

Experience major sites of indigenous resistance, culture and scholarly achievements in the autonomous areas of Chiapas controlled by the Zapatista to develop a culturally relevant, interdisciplinary 10th grade curriculum that focuses on indigenous people and their impact on art, mathematics, and resistance.

### **Reutzel, Aimee \***

Explore the role of Iceland's volcanic origins in shaping the landscape, wildlife and culture of the island to create engaging science phenomenon develop an applied learning project that utilizes critical thinking, literacy, numeracy and communication skills.

### **Reyes, Kristen \***

Engage in an immersive experience of the language, history, and culture of Peru to improve Spanish language skills and explore the impact of colonization on Latin American cultures to strengthen relationships with English Language Learners and build culturally responsive, relevant lessons for all students.

### **Reynes, Claire \***

Learn from contemporary artists in Michoacan and Oaxaca the history of traditional Mexican crafts that utilize sustainable art making practices with eco-friendly art materials to integrate students' culture as a source of inspiration in the art room.

### **Rich, Christine**

Learn about sustainable regenerative gardening and nutrition from experts at The Institute for Sustainable Nutrition in Granby, CT, to teach about the delicate balance between the health of the soil, the food we eat and the human body and create a healthy sustainable garden that supports the school's ecosystem.

### **Richards, Allison \***

Explore phenomenon in Hawaii related to Earth, Physical, and Life Science units to create opportunities for organic student-driven inquiry aligned to Next Generation Science Standards and applied across the district.

### **Riedl, Cambry \***

Participate in the Broadway Teacher Workshop in New York City to enhance an emerging theatre program and better prepare students for collegiate auditions.

### **Rigby, Tara**

Collect visual images of the ways in which cultural practices and sacred spaces are influenced by Hinduism, Buddhism, and Islam in India and Nepal to for student understanding of how religion can shape "worldview" with the goal of creating compassionate and productive global participants.

*\*Denotes a team grant.*

### **Rivera, Frances**

Join an intercultural experiential seminar for teachers in Bolivia to explore issues of global warming, biological and cultural conservation and sustainable development, to develop tools for teaching these issues in a Dual Language classroom.

### **Roberts, Ryan**

Research Norway's environmental policies and how statistics influence these policies to infuse the AP Statistics curriculum with climate change and give students an authentic example of data collection that connects to one of the biggest current events of our lives.

### **Robinson, Rebecca \***

Participate in the Broadway Teacher Workshop in New York City to enhance an emerging theatre program and better prepare students for collegiate auditions.

### **Roche, Lisa \***

Research the Caribbean culture present in Puerto Rico and Cuba to gain a deeper appreciation and understanding of countries as expressed through the arts and increase the inclusivity of curriculum with attention to the school's changing demographics.

### **Rodriguez, Adriana \***

Accompany documentary producer Aimee Stilling on an examination of the Nordic Outdoor Model of Education in the Czech Republic, Denmark, and Sweden to document the benefits of nature-based learning in young children and apply newly acquired skills in urban Pre-K classrooms.

### **Roh, Rebekah**

Attend the Teacher's College Reading Institute at Columbia University in New York City and the Learning and the Brain's Summer Institute "The Neuroscience of Reading" in Cambridge, MA, to develop a literacy intervention guide for the general education classroom.

### **Roncaioli, Deanna \***

Participate in an eight-day immersion experience learning mindfulness techniques in Bali to institute efforts geared around students emotional regulation that will foster resilience, reduce toxic stress and build self-awareness translating into higher educational outcomes.

### **Rose, Paula**

Investigate in England and Ireland the history of storytelling from Medieval times to the present and also attend an Oxbridge Teacher Seminar on children's fantasy authors at Oxford University to empower 6th grade writers as creative storytellers in their own rights.

### **Rosin, Bethany**

Experience city life in Buenos Aires and Cordoba, Argentina to better understand the products, practices, and perspectives of the culture and build intercultural competence and language ability in my students and community.

*\*Denotes a team grant.*

### **Roth, Whitney**

Document the phenomena seen in and around state and national parks of California in the Sierra Nevada to foster content knowledge, curiosity and critical thinking aligned with Next Generation Science Standards for fourth graders presented with STEM challenges.

### **Ruhl, Ashley**

Complete intensive language courses and individual cultural research while living with a local family in Oaxaca, Mexico, to increase Spanish fluency, improve student outcomes in their core classes and to better engage their family members.

### **Ruscito, Carla \***

Participate in the Creativity Workshop in Florence, Italy, to supplement writing workshop units and provide students with strategies to generate ideas, cultivate memories and harness curiosity through mindfulness practice.

### **Russo, Jaclyn \***

Participate in a Spanish immersion program focused on language, culture and conversation in Cuernavaca, Mexico, to increase our understanding of the culture and heritage of students and improve communication with them and their parents.

### **Ryan, Mark**

Experience the Musica Lyrica Opera Festival in Novafeltria, Italy, the Umbria Jazz Festival, and various opera houses across Italy to help develop each band, ensemble and music theory student into a well rounded musician and citizen who explores cultures beyond the scope of their own lives.

### **Ryan, Julie**

Participate in an Icelandic artist residency led by Light Grey Art Lab in Minnesota to incorporate into visual arts curriculum the cultural craft, art, and traditional techniques kept alive by the locals in this region.

### **Saenz-Masters, Michael \***

Research in Norway, Iceland, and Denmark topics of mathematical proportion, scale, Viking history and culture to create a cross-curricular Math/History unit that culminates in the student creation of a Viking Museum exhibiting scaled Viking artifacts and longships.

### **Saliva, Melissa**

Attend The Reading and Writing Summer Institute at Teachers College at Columbia University in New York City to learn strategies for using the workshop model to help foster collaboration, comprehension strategy instruction and create student autonomy.

### **Salvo, Ashleigh \***

Apply strategies from the Creativity Workshop in Florence and intentionally-selected art classes to incorporate visual arts into academic content areas, give minority students and English Language Learners a platform for creative expression, and provide after-school creativity lessons for students and their families in our low-income, rural area.

*\*Denotes a team grant.*

### **Samson, Joanne \***

Attend the Creativity Workshop in Florence, Italy, to reignite a creative spirit through storytelling, creative writing, map making, photography, and mindfulness with the goal of igniting the same creative spirit in students.

### **Savoyski, Erik \***

Travel across China and Japan on Magnetic Levitation trains and hang glide off of Mt. Fuji to document the juxtaposition of aerodynamics and drag and inform a cross-curricular project with Transportation and Video Production students that results in a documentary film.

### **Schenarts, Erin \***

Explore the culture and environment of Australia's rainforest and animal sanctuaries and, afterward, establish a school partnership, to enrich science and literacy content for primary students.

### **Schooler, Isabel \***

Research student and community empowerment efforts in Accra, Ghana, through visits to schools, cultural institutions and with community members to increase student engagement and understanding of content, race and culture.

### **Scott, Sarah \***

Complete the Organic World Language intensive instruction in Evergreen, CO, to learn methodologies for building a classroom community and student confidence around communicating in French and Spanish.

### **Seekins, Tara**

Follow a character from Yaa Gyasi's novel "Homegoing" through Ghana and also volunteer in local schools through the Limited Resource Teacher Training program to authentic a book study and develop culturally relevant curricula that will serve as a pilot for Language Arts and Social Studies integration.

### **Sewell, Debra \***

Explore virtual reality and robotics in Spain and Portugal to create an enriching, project-based learning environment that includes challenging simulations and forces all students to think critically about technology and human interaction.

### **Shaver, Brian**

Holistically examine the concepts & motivations of Westward Expansion & the subsequent conflict between settlers & indigenous cultures (Sioux) from 1860-1890 by documenting relevant sites in the Upper Plains region of the country to create evidence based and document based lessons that will provide for an enriching and engaging classroom environment.

### **Shea, Brenda \***

Acquire first hand knowledge of Iceland's raw geologic and geographic features to create and facilitate an interdisciplinary, inquiry based unit that promotes autonomous research of the relationship between humans and Earth's physical features.

### **Shea, Jeremy**

Travel by train around America to meet with directors of retirement homes, veterans offices and local high schools to establish an intergenerational, history pen pal program that strengthens connections between seniors and teens across the country.

### **Shimmon, Steven**

Research across Europe the early history of psychology, contributions of important figures, evolution of psychiatric institutions, and the experience of artists who have suffered from mental illness to develop curricula and interactive student lessons

### **Shiple, Olivia \***

Attend the Solidarity, Peace, and Social Justice conference at The Hague in The Netherlands to develop strategies for bringing global peace building into the classroom, focusing on issues such as migration, environmental change, and social inequality.

### **Shube, Julia \***

Document Queensland, Australia's state-wide school-based assessment program, focusing on their implementation of mathematical modeling tasks, to refine teaching practice create classrooms where students feel safe enough to take risks when grappling with math ideas.

### **Shyloski, Rebekah**

Engage with master artisans through textile arts workshops, specifically backstrap weaving and basketry in Sololá, Guatemala, to create learning that relates to students' backgrounds and engages them in meaningful hands-on activities that advance fine motor skills.

### **Simpson, Taylor \***

Complete language school in San Pedro, Guatemala, to improve fluency, develop relationships with students of all cultural backgrounds, and leverage an increased knowledge of LatinX culture to bridge the gap in the curriculum and cultural competence.

### **Slane, Robin \***

Meet with individuals in Auckland, New Zealand, certified in the Japanese art and science of shinrin-yoku (or forest bathing) to better serve students struggling with anxiety and/or are at-risk for and demonstrate characteristics of ADHD.

### **Small, Michelle \***

Attend the Innovative Schools Summit in Las Vegas to engage with award-winning speakers about research and proven strategies improving our school community community regarding social-emotional regulation and trauma-informed teaching practices.

### **Smith, Sara**

Explore Chile through an International Baccalaureate lens to enhancing student understanding of the ways in which their Social Studies, Science, and Language Arts learning can take on a global perspective and help them continue to become globally-minded inquirers.

*\*Denotes a team grant.*

### **Smith, Christian**

Participate in an intensive summer music and cultural immersion program in Ghana, Africa, to incorporate elements of traditional African folk music into “western” type orchestra classes and support the increasing student population emigrating from this region.

### **Solarz, Charles**

Study the effects of climate change in the Osa Peninsula of Costa Rica and its impact on biodiversity and ecosystems of the Isla de Cano Biological Reserve and Golfo Dulce and Corcovado National Parks to create a NGSS curriculum that encourages students to be curious about the world around them and develop the skills necessary to be analytical, evidence-based thinkers.

### **Soltys, Katherine**

Enhance student knowledge of methods for monitoring and minimizing human impacts on the environment, gather data and evidence for student analysis of the effects of climate change, and inspire students to become environmental activists.

### **Sopko, Anna**

Complete yoga teacher training, the Summer Institute for Educators at UC Berkeley’s Greater Good Science Center and a Niroga workshop specific to trauma responsive dynamic mindfulness for children to support students who have been exposed to trauma or who experience chronic stress at school.

### **Soule, Cynthia \***

Explore phenomenon in Hawaii related to Earth, Physical, and Life Science units to create opportunities for organic student-driven inquiry aligned to Next Generation Science Standards and applied across the district.

### **Southard, Taryn \***

Explore phenomenon in Hawaii related to Earth, Physical, and Life Science units to create opportunities for organic student-driven inquiry aligned to Next Generation Science Standards and applied across the district.

### **Souza, Christopher**

Participate in the Yad Vashem Seminar on the Holocaust in Jerusalem, meeting with experts on the Holocaust, as well as survivors, to collaborate with teachers from around the world and develop greater understanding on the Jewish people and the issues facing the Middle East.

### **Sparks, Yvonne \***

Attend the Conscious Discipline Conference in Orlando, FL, to learn trauma-informed strategies for minimizing or eliminating behavior referrals and suspensions by teaching students ways to cope with traumatic situations positively and with empathy.

### **Spencer, Danielle \***

Experience the music, dance, food, language and culture of Cape Verdean towns and islands to better address the unique academic, social and emotional needs of 40% of student population emigrating from there.

*\*Denotes a team grant.*

### **St. Jean, Martha**

Explore school segregation in post-apartheid Johannesburg by visiting historical sites, museums, and working with students and school leaders in Johannesburg and Capetown to help students continue to build critical thinking in order to work toward dismantling systems of segregation in New York City.

### **Staino, Gabriel**

Research Ethiopia's ancient and modern history and culture in Addis Ababa, Bahir Da, Gondar, Lalibela, and Axum, to more effectively teach about this only African nation never successfully colonized by a European power and round out the school's current Eurocentric model of the human journey.

### **Stanton, Andrea \***

Through the lens of the UN Sustainable Goals, explore in Vietnam and Japan the consequences of WW II, the Vietnam War, and the impact on the people, culture, and the modern day environment to inspire students to take action that helps achieve the goals by 2030.

### **Stargardter, Jessica \***

Examine international storytelling programs in Prague and London and translate their practices into instructional strategies that foster empathy and global competency.

### **Stewart, Janet \***

Complete the Organic World Language intensive instruction in Evergreen, CO, to learn methodologies for building a classroom community and student confidence around communicating in French and Spanish.

### **StJernquist, Lauren \***

Attend the Innovative Schools Summit in Las Vegas to engage with award-winning speakers about research and proven strategies improving our school community community regarding social-emotional regulation and trauma-informed teaching practices.

### **Stocker, Emily \***

Examine international storytelling programs in Prague and London and translate their practices into instructional strategies that foster empathy and global competency.

### **Stone, Ryan**

Attend the International Medieval Conference at the University of Leeds and, afterwards, tour the Roman archaeological site at Vindolanda to research the various linguistic changes Latin has undergone from the end of the Roman Empire to the late medieval period when the modern Romance Languages and English arose as the new vernacular languages.

### **Sugden, Mary Elizabeth**

Join an organized expedition through Tanzania to collaborate with local experts and other educators in designing learning that increases students' understanding of the impact of global climate change on biodiversity and supports Next Generation Science Standards and the AP Environmental Science course framework.

*\*Denotes a team grant.*

### **Sullivan, Erin \***

Research the Caribbean culture present in Puerto Rico and Cuba to gain a deeper appreciation and understanding of countries as expressed through the arts and increase the inclusivity of curriculum with attention to the school's changing demographics.

### **Surveski, Elaine**

Participate in a seminar that explores educational approaches to early childhood programs in Italy, Greece, and Israel to gain fresh insight into inclusive programs that integrate children with developmental delays, while inspiring artistic expression, play-based learning, and critical thinking skills.

### **Susanto, Deborah \***

Explore key places along Route 66 to create digital teaching resources about Oklahoma history and how we can share our stories - past and present - as we engage as invested citizens in our state's future.

### **Swabby, Amy \***

Study the history and culture of San Juan, Puerto Rico, in order to enrich the curriculum, increase familial involvement within the school, and provide students the opportunity to positively engage with their community.

### **Tanner, Sammie \***

Document Hawaii's environmentally conscious culture to heighten student awareness of how their actions affect the global community through authentic real-world problem solving experiences that culminate in an Earth Day celebration.

### **Taylor, Beverly \***

Explore across Ireland and Scotland how storytelling bridges the past and present to help students develop an understanding and respect for other cultures, build their reading, writing, and oral presentation skills, and gain exposure to and an appreciation for their own cultural roots and diverse cultures.

### **Taylor, Whitney \***

Embark on a detailed and curricula-adjacent literary tour of the UK so to better prepare to help students analyze a particular point of view or cultural experience reflected in a work of literature from outside the US.

### **Taylor, Danielle \***

Explore mindfulness and emotional regulation techniques in Bali to improve students' social emotional regulation and support those with traumatic backgrounds.

### **Tempesta, Olivia**

Attend the Blas International Summer School of Irish Traditional Music and Dance in Limerick, Ireland, to study instrumental music in the aural tradition and incorporate authentic examples of aural literacy into the middle school concert band curriculum.

### **Terwilliger, Courtney**

Join an international group of teachers exploring Australia's ecosystems while also co-teaching within a local school and staying with a resident educator to create new authentic Project Based Learning experiences that also enhance students' writing abilities.

### **Tessier, Toni**

Gain content knowledge, acquire materials, and partake in an exciting cultural experience in Italy that will result in a better understanding of literature, history and other disciplines to impart that learning and enthusiasm to students and peers.

### **Theoharidis, Jacqueline**

Learn from scientists and UNESCO experts about environmental issues affecting the coastal cities of Venice, Italy, and Zakynthos, Greece, to bring real world experiences about the global nature of climate change into the classroom via case studies, modeling of concepts, and inquiry lessons.

### **Thomas, Nina \***

Attend the 'Visual Controversies in South Africa, Past and Present' conference at Stellenbosch University in Cape Town, South Africa, to make lessons about South African culture and apartheid more accessible to Special Education students and English Language Learners within 10th grade English classes.

### **Thomas, Samantha \***

Research and engage with mindfulness practices at the Mindfulness for Educators program in Ubud, Bali, and observe mindfulness in action at The Green School in Abiansema, Bali, to learn practical strategies for developing mindful wellbeing among the school's staff and students.

### **Tice, Courtney \***

Participate in the Broadway Teacher Workshop in New York City to enhance an emerging theatre program and better prepare students for collegiate auditions.

### **Tolliver, Rochelle \***

Enroll in the Teton Science Schools in Jackson Hole, WY, the model and hub for place-based education, to assist in the implementation of an improved educational model that includes a clearer context for learning within a rural community and "real life".

### **Tom, Stephanie**

Attend the Intercultura Costa Rica Spanish School in Costa Rica to learn more about the Hispanic culture create relevant learning that facilitates an encouraging, rigorous environment for English Language Learners.

### **Tomek, Michelle \***

Research and engage with mindfulness practices at the Mindfulness for Educators program in Ubud, Bali, and observe mindfulness in action at The Green School in Abiansema, Bali, to learn practical strategies for developing mindful wellbeing among the school's staff and students.

### **Trumbley, Lori Ann \***

Explore the ancient civilizations of Greece through archaeological, architectural and cultural sites to design learning that connects math and history.

### **Tyler, Matthew**

Visit Taino historical sites and museums in the Dominican Republic while taking language classes to learn more about pre-Columbian Dominican history, improve fluency and make the curriculum and classroom more culturally responsive.

### **Vasquez, Tina**

Attend the International Colloquium on Languages, Cultures, and Identity in Schools and Society, in Soria, Spain, to explore the impact of ethnic and cultural identity-related issues on academic success in Newcomer high school refugee and immigrant English Learners and develop new approaches that support these multilingual learners.

### **Vassar, Lindsey \***

Experience in Los Angeles and New York City an immersive research of film and theatre to bring real-world training back to students and prepare them for careers in the industry.

### **Vaudrey, Dwaine \***

Attend the Bicycle Assembly and Maintenance class at the Barnett Institute in Colorado to transfer skills to middle school and high school students so that may take ownership and responsibility for the school's fleet of bikes and expand the cycling club to incorporate students on the autism spectrum and those with special needs.

### **Vazis, Kelly \***

Complete the Organic World Language intensive instruction in Evergreen, CO, to learn methodologies for building a classroom community and student confidence around communicating in French and Spanish.

### **Velez, Elpiniki**

Explore Greece's rich artistic history through visits to museums, archaeological sites and artist workshops. to create an art studio environment in my classroom that elevates the country's history and culture.

### **Vernet, Kathryn**

Attend The Creativity Workshop in Prague to unlock inner creativity and enhance teaching of Academic Choice.

### **Villagrana, Sasha \***

Research in Nayarit, Oaxaca, and Chiapas, Mexico, indigenous history, traditions, and folklore to inform learning for a Latino culture course, facilitate collaborations with English Language Learners in the special education program, and engage Spanish speaking parents.

### **Vocke, Sharon \***

Attend the International Society of Music Education Conference in Helsinki and Proms Classical Music Festival in London to document international approaches to teaching music performance and develop new learning on world cultures that increases student, school, and community awareness of global diversity through music.

### **Vora, Kajal**

Gather primary and secondary sources through a mythology tour of Athens, Delphi and the Athens & Epidaurus Festival to elevate teaching of "Oedipus" and "Antigone" to 12th grade AP Literature and Composition students.

### **Voulgarides, Anthony \***

Explore common political, cultural, and literary themes in Chile and Uruguay to build personal cultural competence, curate key resources, and develop curriculum entitled "The Power of Language" that leverages our students' bilingualism and culture as a primary asset.

### **Wallace, Christa \***

Participate in the Creativity Workshop in Barcelona to explore techniques to increase creative potential and help students transcend emotional trauma and develop self-esteem and confidence.

### **Warnock, Larina**

Research the economic system and entrepreneurial spirit of Sweden, particularly how citizens leverage natural resources in a business setting, to help students understand how math, science, language, art, and other subjects connect to and support business in the real world.

### **Warren, Julia \***

Participate in the Creativity Workshop in Florence, learning strategies and exercises that will translate to more authentic learning for kindergarten students..

### **Washington, Pamela \***

Observe schools in the Philippines where multiple native languages and varying levels of the official language proficiency are common struggles, and also give back by providing professional development workshops, to identify and implement best practices for Multilingual Learners and Special Needs students.

### **Watts, Jade \***

Follow in the footsteps of renowned musicians and music educators through Central Europe to create concrete connections in music history and introduce new songs, stories, and traditions into the lives of young students.

### **Weinhoef-Renfro, Peggy**

Explore in Canada and Iceland the impact of climate on the electric grid and innovative efforts to avoid a possible infrastructure and energy crisis to provide students with engaging, real-world curriculum that will provide experiences that instill confidence to engage with STEM topics and future STEM careers.

### **White, Teresa \***

Attend the International Society of Music Education Conference in Helsinki and Proms Classical Music Festival in London to document international approaches to teaching music performance and develop new learning on world cultures that increases student, school, and community awareness of global diversity through music.

### **Wilburn, Frank \***

Research student and community empowerment efforts in Accra, Ghana, through visits to schools, cultural institutions and with community members to increase student engagement and understanding of content, race and culture.

### **Wilkes, Jessica \***

Attend the Conscious Discipline Conference in Orlando, FL, to learn trauma-informed strategies for minimizing or eliminating behavior referrals and suspensions by teaching students ways to cope with traumatic situations positively and with empathy.

### **Willman, Marisa**

Enroll in advanced language classes and journey through Colombia and Ecuador, deepening cultural understanding and improving Spanish proficiency, to collect authentic resources, enhance the Spanish curriculum, and create culturally rich lessons that engage students and expand their knowledge of the diverse Spanish-speaking world.

### **Wilson, Denise \***

Document US Japanese American relocation sites and related museums in Washington, California, Arizona, Wyoming, Colorado, and Utah to develop materials for learning focused on the lasting effects of America's impact and role in World War II.

### **Wilson, Elizabeth**

Research outdoor education programs and facilities in Alaska that embed a respect for the local environment to develop hands on learning experiences for special education students with mild to moderate learning disabilities and/or emotional disturbances.

### **Wood, Elizabeth**

Investigate the Italian Slow Food movement, the European Union's plan to end food waste, Italian school cafeteria standards, and organic farming and sustainability practices to implement a food waste prevention plan in the school cafeteria that incorporates service learning and project-based learning experiences.

### **Worthington, Piper \***

Participate in a Community Forum Theater facilitator training with a social justice-focused theater company in New York City to incorporate with English Learners arts-based teaching practices that facilitate the exploration of identity and power and how these themes impact students' experiences in the school and community.

### **Zamora, Regie \***

Observe schools in the Philippines where multiple native languages and varying levels of the official language proficiency are common struggles, and also give back by providing professional development workshops, to identify and implement best practices for Multilingual Learners and Special Needs students.

### **Ziegler, Valerie**

Study peace, transformation, educational and environmental systems in Rwanda and Uganda, documenting the transition from chaos to calm and development of educational systems and environmental policies to inspire career technical education program capstone projects around the concept of conflict-free, sustainable schools.

### **Ziko, Connie**

Engage in therapeutic interventions for special needs children and their families in Ghana while collaborating with and learning from a team of speech pathologists, occupational therapists, and interpreters to integrate speech and language services with global learning in our school community.