



# 2021 FELLOWS

FUND FOR  
TEACHERS

**Allen, Diana \***

Complete a conservation ecology/progressive teaching program in Yellowstone National Park, gaining experience with conservation and research methods through a combination of conservation service work and data collection alongside scientists to kindle students' passion for science and engage them in environmental projects that better the school communities.

**Bainville, Rebecca \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to build culturally responsive classrooms featuring BIPOC texts and college/career readiness strategies that create more equitable classrooms and school culture.

**Barger, Melodie \***

Experience the climate, architecture, geology and culture of cities along the Mexico-Arizona border to better engage Hispanic students comprising 34% of the school's population.

**Biggs, Stephen \***

Investigate the effects of water pollutants on local streams, rivers, and lakes, to see how water upstream affects the ocean ecosystem and create a unit on watersheds and conservation to use with Project WET through the nonprofit Blue Thumb.

**Callahan, Patrick**

Follow a trail of important civil rights sites from New York City to Delaware, West Virginia, Washington DC, and Virginia to analyze the lasting impact of Brown v. Board of Education on students' economic, environmental, and educational opportunities.

**Carr, Cecelia \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to develop the institutional capacity (policy, practice, and pedagogy) necessary to dramatically increase learning opportunities of all students, reduce the length of time to develop English proficiency, and eliminate the English Learner achievement gaps in reading and mathematics.

**Childers, Melody**

Document natural, science educational, and Indigenous cultural sites in the western US to increase personal knowledge of geology, ecology, conservation, Indigenous stewardship, and infuse engaging, locally-relevant phenomena into the science curriculum while broadening students' concept of STEAM professions.

**Davis, Haley \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Orlando, FL to learn strategies for fostering classrooms that combine rigorous academic instruction with social and emotional support to accelerate learning and close the opportunity gap.

*\*Denotes a team grant.*

### **Delmont, Jessica**

Document throughout parts of Mexico, Colorado and Texas the indigenous arts, artists and culture of the American Southwest to create an inclusive and representative curriculum informed by firsthand accounts, acquired artifacts, and artists' skills and techniques.

### **DeWitt, Karen \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to develop the institutional capacity (policy, practice, and pedagogy) necessary to dramatically increase learning opportunities of all students, reduce the length of time to develop English proficiency, and eliminate the English Learner achievement gaps in reading and mathematics.

### **DuBreck, Jennifer \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Orlando, FL to learn strategies for fostering classrooms that combine rigorous academic instruction with social and emotional support to accelerate learning and close the opportunity gap.

### **Floyd, Robin \***

Experience the climate, architecture, geology and culture of cities along the Mexico-Arizona border to better engage Hispanic students comprising 34% of the school's population.

### **Gordon, Laura \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to build culturally responsive classrooms featuring BIPOC texts and college/career readiness strategies that create more equitable classrooms and school culture.

### **Graham, Stephanie**

Journey from the ancestral homeland of the Stockbridge Indians of Massachusetts to their reservation in Bowler, WI, visiting historical sites along their forced migration route, to strengthen and modernize the shared local, indigenous curriculum for grades 4-8 and build partnerships between both communities through the documentation of people and places.

### **Gresback, Lindsey \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to develop the institutional capacity (policy, practice, and pedagogy) necessary to dramatically increase learning opportunities of all students, reduce the length of time to develop English proficiency, and eliminate the English Learner achievement gaps in reading and mathematics.

### **Guenther, Leah**

Study in California's nine National Parks how civic action created public lands to create a socially-conscious Civics curriculum for minority students that highlights the National Parks Services'

*\*Denotes a team grant.*

response to climate change, its efforts to attract minority visitors, and its reckoning with past misdeeds toward indigenous people.

**Hagen, Steven \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to develop the institutional capacity (policy, practice, and pedagogy) necessary to dramatically increase learning opportunities of all students, reduce the length of time to develop English proficiency, and eliminate the English Learner achievement gaps in reading and mathematics.

**Hall, Pamela \***

Attend Club RCA Con at the Ron Clark Academy to experience interactive, dynamic lessons and professional development.

**Hjelle, Emily \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to develop the institutional capacity (policy, practice, and pedagogy) necessary to dramatically increase learning opportunities of all students, reduce the length of time to develop English proficiency, and eliminate the English Learner achievement gaps in reading and mathematics.

**Hope, Amanda**

Examine in Birmingham, Montgomery and Selma, AL, various methods of civic engagement utilized in the Civil Rights Movement to teach not only learn what it means to be a citizen, but also what it means to be an active and engaged citizen who strives to make a positive impact on their communities and nation.

**Howells, Jacob \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to build culturally responsive classrooms featuring BIPOC texts and college/career readiness strategies that create more equitable classrooms and school culture.

**Hutchinson, Wendy**

Research established athletic advising programs at colleges/universities across the country to gather information that informs a high school athletic academic program aligned with post secondary programs that helps student athletes explore aspects of self authorship for a seamless transition to college life.

**James, Peter \***

Create video vignettes of historical sites around Boston, New York, and Philadelphia to provide visual aides for students from a personalized perspective and instill an affinity for civic duty and being part of solutions in the community.

*\*Denotes a team grant.*

### **Jensen, Courtney**

Develop Social and Emotional Artistic Learning (SEAL) skills through a virtual seminar and utilize the gathered information to revise and enhance the current art curriculum that meets the needs of all students navigating the stress and trauma caused by the coronavirus.

### **Johnson, Brynn \***

Film 360° virtual reality footage of the Hopi Tribe in Northern Arizona to spark geologic and historic investigations that highlight the importance of listening to multiple perspectives with a focus on land use and the social structures surrounding land use.

### **Jones, Jeffrey**

Attend the Monolithic Dome Builders Workshop in Italy, TX, to learn about the engineering specifications and actually build a concrete dome building to tie mathematical standards to real world scenarios that can benefit students lives and help the environment.

### **Konecky, Katherine**

Conduct site visits at schools in New York, Maine and California that are exemplars of culturally responsive project based teaching to strengthen personal practice and create a database for all teachers wishing to address the achievement gap through project based teaching.

### **Kraft, Brenna \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to develop the institutional capacity (policy, practice, and pedagogy) necessary to dramatically increase learning opportunities of all students, reduce the length of time to develop English proficiency, and eliminate the English Learner achievement gaps in reading and mathematics.

### **Laakeri, Tammy**

Conduct independent research of water pollution and conservation efforts in Chesapeake Bay and the Everglades, then attend a teacher workshop at Marine Lab in Key Largo, FL to compare local ecosystems and develop local community conservation projects.

### **Landin, Colleen \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to develop the institutional capacity (policy, practice, and pedagogy) necessary to dramatically increase learning opportunities of all students, reduce the length of time to develop English proficiency, and eliminate the English Learner achievement gaps in reading and mathematics.

### **Law, Joseph \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to develop the institutional capacity (policy, practice, and pedagogy) necessary to dramatically increase

*\*Denotes a team grant.*

learning opportunities of all students, reduce the length of time to develop English proficiency, and eliminate the English Learner achievement gaps in reading and mathematics.

**Leith, Brooke**

Explore and film the geology and ecology of Yellowstone National Park and Mammoth Cave National Park, both World Heritage Sites, to inform students' digital literacy projects on the conservation of National Parks.

**Lorsbach, Robert \***

Film 360° virtual reality footage of the Hopi Tribe in Northern Arizona to spark geologic and historic investigations that highlight the importance of listening to multiple perspectives with a focus on land use and the social structures surrounding land use.

**Makepeace, Nina**

Explore the history of arts and crafts in Virginia and the Carolinas through the lens of personal ancestry and a modern quilting workshop at the John C. Campbell Folk School to inspire student learning around history and identity that amplifies their voices through art.

**McCall, Megan**

Participate as a citizen scientist in the Earthwatch program "Climate Change: Sea to Trees At Acadia National Park" to gain credibility through first-hand experience with data collection and guide students' research projects that validate the existence of climate change.

**McCartney, Christine**

Film interviews with fisherman who sustainably farm kelp along the shores of Maine to enrich an online design challenge that invites high school students to research, ideate, innovate, prototype and advocate for a more sustainable and replicable method of mass producing kelp for livestock feed.

**McDonald, Linda \***

Experience the climate, architecture, geology and culture of cities along the Mexico-Arizona border to better engage Hispanic students comprising 34% of the school's population.

**McGarrahan, Melody \***

Experience the climate, architecture, geology and culture of cities along the Mexico-Arizona border to better engage Hispanic students comprising 34% of the school's population.

**McKanna, Kristel**

Explore New England's political and contemporary art by artists of color to understand how these mediums became a voice for political protest and unite diverse populations to create a social justice unit that explores the connection between art, history, and civil protest.

*\*Denotes a team grant.*

**Olin, Emily \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to build culturally responsive classrooms featuring BIPOC texts and college/career readiness strategies that create more equitable classrooms and school culture.

**Parker-Lamers, Cheryl \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to develop the institutional capacity (policy, practice, and pedagogy) necessary to dramatically increase learning opportunities of all students, reduce the length of time to develop English proficiency, and eliminate the English Learner achievement gaps in reading and mathematics.

**Perry, Julia**

Study volcanic processes and plate tectonics adjacent to an active volcano in Hawaii alongside geologists to immerse students in science content that require them to discover concepts through inquiry.

**Polo, Jennifer \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Orlando, FL to learn strategies for fostering classrooms that combine rigorous academic instruction with social and emotional support to accelerate learning and close the opportunity gap.

**Prentice, Tonya \***

Complete a conservation ecology/progressive teaching program in Yellowstone National Park, gaining experience with conservation and research methods through a combination of conservation service work and data collection alongside scientists to kindle students' passion for science and engage them in environmental projects that better the school communities.

**Price, Adriana \***

Attend Club RCA Con at the Ron Clark Academy to experience interactive, dynamic lessons and professional development.

**Ramos, Jodi \***

Attend Club RCA Con at the Ron Clark Academy to experience interactive, dynamic lessons and professional development.

**Ray, Sarah**

Investigate bio diverse ecosystems and science related careers that focus on water, land, and air conservation efforts along the Space Coast in Florida to motivate elementary students to be involved in world sustainability movements by pursuing STEM related careers.

**Reed, Diane \***

Participate in the Decomposing the Colonial Gaze workshop to develop a new set of tools with

*\*Denotes a team grant.*

which to integrate ways our lives intersect with systems of power and enact conscious and creative change in the classroom.

**Roberts, Jenny**

Complete forest school teacher training and a Mindfulness for Students' workshop in Berkeley, CA and Portland, OR respectively to design authentic, learner-driven activities that accommodate learner variability and empower students to take ownership of their learning in the natural world.

**Rolle, Brittanee**

Explore ways in which professors, museums and classroom teachers have developed strategies to embrace and explore African American Vernacular English while teaching Standard American English in classrooms with Black students.

**Sandberg, Laura \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to build culturally responsive classrooms featuring BIPOC texts and college/career readiness strategies that create more equitable classrooms and school culture.

**Scheuermann, Jessica \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Orlando, FL to learn strategies for fostering classrooms that combine rigorous academic instruction with social and emotional support to accelerate learning and close the opportunity gap.

**Schober, Katherine**

Train at the Arizona Science Center Makerspace and Carnegie Mellon Robotics Academy to increase students' design and fabrication skills, preparing them to create solutions for local challenges and access careers in their community's growing technology and advanced manufacturing industries.

**Segura, Lorenda \***

Attend Club RCA Con at the Ron Clark Academy to experience interactive, dynamic lessons and professional development.

**Smith, Elizabeth**

Trace the Fox River from its origin in Southeast Wisconsin to the Gulf of Mexico while investigating how climate change affects the waterway and adjacent lands to enhance and support science and social studies units of instruction.

**Stalnaker, Kimberly**

Research the historical and current life of migrants in New York City to better engage the school's fastest growing demographic (students whose first language is not English) and revise the AP Human Geography course to reflect students' personal immigration stories.

*\*Denotes a team grant.*



**Stone, James**

Enroll as a student of theatre at the Contemporary American Theatre Festival in West Virginia, then attend the Appalachian Writer's Workshop in Kentucky to develop writing and teaching skills that empower students to tell their own stories for the stage.

**Trombly, Justin \***

Participate in the Decomposing the Colonial Gaze workshop to develop a new set of tools with which to integrate ways our lives intersect with systems of power and enact conscious and creative change in the classroom.

**Trosclair, Michelle**

Complete the online Assistive Technology Certificate Program through California State University at Northridge to utilize assistive technology that enhances the lives of people with disabilities in their schools, homes, and community settings.

**Urda, Patricia \***

Participate in the Decomposing the Colonial Gaze workshop to develop a new set of tools with which to integrate ways our lives intersect with systems of power and enact conscious and creative change in the classroom.

**Valsaint, Julie \***

Investigate the effects of water pollutants on local streams, rivers, and lakes, to see how water upstream affects the ocean ecosystem and create a unit on watersheds and conservation to use with Project WET through the nonprofit Blue Thumb.

**Weekes, Robert \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Orlando, FL to learn strategies for fostering classrooms that combine rigorous academic instruction with social and emotional support to accelerate learning and close the opportunity gap.

**Wenzel, Jennifer \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Minneapolis to develop the institutional capacity (policy, practice, and pedagogy) necessary to dramatically increase learning opportunities of all students, reduce the length of time to develop English proficiency, and eliminate the English Learner achievement gaps in reading and mathematics.

**Weston, May Anne \***

Attend the Advancement Via Individual Determination (AVID) Summer Institute in Orlando, FL to learn strategies for fostering classrooms that combine rigorous academic instruction with social and emotional support to accelerate learning and close the opportunity gap.

*\*Denotes a team grant.*

**Wilde, Jannelle \***

Create video vignettes of historical sites around Boston, New York, and Philadelphia to provide visual aides for students from a personalized perspective and instill an affinity for civic duty and being part of solutions in the community.

**Wilson, Robin**

Research in Yellowstone and Glacier National Parks efforts to assess climate change impacts and how the federal agencies are developing solutions to mitigate those impacts to further students' understanding of the science behind climate change and the importance of monitoring and managing these areas to minimize future conservation issues.

**Wommack, Laura**

Film in Washington DC museums standards-based guided field trips in a 360 degree format that allow secondary age students access to some of the nation's most notable museums.

**Wong, Shannon \***

Participate in the Decomposing the Colonial Gaze workshop to develop a new set of tools with which to integrate ways our lives intersect with systems of power and enact conscious and creative change in the classroom.

**Wylie, Veronica**

Earn a diving certification to complete archaeology and marine life trainings with the organization Diving With a Purpose, a nonprofit that partners with the National Association of Black Scuba Divers on submerged heritage preservation and conservation projects worldwide with a focus on the African Diaspora.

**Zaretsky, Boris**

Research Native Alaskan cultural sites, museums, and learning centers in order to teach sustainability, resource management, and environmental impact in Economics and US History courses and integrate Native philosophy of resource management into discussions of economic and environmental policy to build awareness of sustainable communities.