



# 2022 FELLOWS

FUND FOR  
TEACHERS

**Abbott, Nora \***

Complete multisensory math training at the Siena School in Oakton, VA, to gain knowledge of cutting-edge practices that give students fun and rewarding experiences and provides real-world practice to prepare them for successful lives.

**Alexander, Lori \***

Explore myths, legends, and storytelling at Scotland's Year of Stories events in Glasgow, Inverness and Edinburgh to integrate traditional storytelling with new technologies and modes of sharing and demonstrate how the culture of storytelling connects people across time and geography.

**Allamel, Frederic**

Study the impact of climate change on the coastal communities of Camargue (a marshland in Provence, France) and establish a partnership with local schools to create a database for French students that supports an online collaborative mapping of vanishing landscapes.

**Allen, Nancy \***

Document ancient cultural sites rooted in Greek mythology while also undertaking theatre and art making experiences to motivate struggling and high-need students in their creation of story-art for a Living Myth Museum shared with our community.

**Alley, Jordan \***

Complete multisensory math training at the Siena School in Oakton, VA, to gain knowledge of cutting-edge practices that give students fun and rewarding experiences and provides real-world practice to prepare them for successful lives.

**Almon, Suzanne**

Research and record bird adaptations in the habitats of Connecticut, Hawaii, and the Galapagos Islands to create a science curriculum that will provide my First Grade Dual Language Learners: hands on learning experiences, problem solving experiments, and first hand visual aids.

**Alvelo, Ricardo**

Engage in Spanish language immersion programs and homestays in San Juan, Puerto Rico while also documenting history of the Puerto Rican diaspora to create a bilingual creative writing elective focused around developing student voice to better serve a large and ever-growing population of English Language Learners.

**Anderson, Joshua**

Attend Shakespeare festivals throughout the United States, documenting how actors and directors are making Shakespeare accessible and relevant to increasingly diverse audiences, to teach his work not simply as a locus of identification, but also a tool for expression of cultural and personal agency.

**Anderson, Jennifer**

Observe across five sub-Saharan countries the cultural, historic and environmental aspects of East Africa to revise a seventh grade World Studies unit that addresses the region's geographic, cultural and political diversities, as well as modern interactions between humans and the environment.

**Andre, Felicia \***

Conduct site visits at two London schools using revolutionary approaches to career and technical education to deepen the understanding of how a culture of collaboration can be leveraged to foster literacy development in a career and technical education setting.

**Anroman, Kelly \***

Research in Amsterdam and Germany the storyline of Anne Frank and World War II to authentically teach the injustices and atrocities that took place so students can learn from them, grow from them, and become better global citizens.

**Ash, Lynn**

Complete a fully-immersive language program at the Colegio Delibes in Salamanca, Spain to transition from teaching French to Spanish with proficiency and amass a collection of texts and experiences that facilitate language, grammar and critical thinking skills.

**Ballard, Sara \***

Explore the world of hydroponics in the U.S. Virgin Islands to guide fifth graders' design and construction of a hydroponics system that supports a new transdisciplinary unit of inquiry that connects science standards of plant needs, water on Earth, and the protection of Earth's resources.

**Baransky, Kari**

Research and analyze The Hawaiian Ohana culture's lifestyle of equity, diversity and inclusion to help students, staff and families address struggles with interpersonal communication and peer relationships induced by the pandemic.

**Barnes, Pete \***

Practice in Olympic National Park scientific inquiry skills while learning about issues affecting our national parks and working alongside experts in the field to increase student engagement with the natural world, deepen student understanding of the importance of environmental science and demonstrate the benefits of connecting with the world around them.

**Barnes, Elise \***

Compare and contrast enslaved experiences in Ghana and Cape Town through museums, historic sites, and storytelling, to create a unit in which students learn about the art of African storytelling and create personal stories reflecting their heritage.

**Bergstrom, Anthony**

While exploring the historic geography of the Grand Canyon, Bryce Canyon and Zion National Park, research the history of the Native American people's to engage students in the study of indigenous cultures, Westward Expansion and the Progressive Era.

**Bettesworth, Cristina \***

Document prominent sties relevant in US History from the 1600s-1800s, particularly the westward expansion, Oregon Trail and gold rush, to develop a working knowledge and database of resources that engage third graders with a high level of adverse childhood experiences.

**Bhothinard, Tun \***

Experience separately different dark skies communities in the Southwest United States and Northeast United States, documenting the positions of cosmic beings in relation to the Earth, the sun and moon and how Native Americans depended on astronomy in their daily lives, to create libraries of cosmic images that help students connect to theories read in books.

**Bicknell-Gates, Drew**

Experience Key West's influence on Ernest Hemingway's writing and explore my own creativity at Walt Disney World, culminating in a writing retreat aboard a train, to motivate my students to grow in their writing and creative-thinking skills through inspiration in their everyday lives.

**Biekert, Patricia \***

Engage in forest bathing opportunities in England to foster student appreciation of the need to protect our natural world and support their journeys toward mental, emotional and physical health and well-being.

**Bilotta, Mark**

Enroll in a series of virtual master classes in music composition and arranging from world renowned composers and musicians to develop skills that facilitate music composition that engage students in musical performances.

**Bizzarri, Amy**

Complete trauma-informed yoga teacher training offered by the nonprofit Light a Path in Asheville, NC, to bring the practice to both an afterschool and parent/community program for a school community in which more than 80% of students report significant trauma in their lives.

**Blondis Krzeminski, Natalie \***

Document Mexican and Belizean cultural and historic sites to educate students on Afro Mexican and Indigenous culture and counteract the negative impact that Mexican hegemony can have on students from these regions.

**Bober, Bernadette**

Explore the interconnectedness of trees of all different species in the forests of Finland to promote social emotional awareness, combat students' nature-deficit disorder and create a space in which the school community can experience mindfulness.

**Boehler, Brenda**

Embark on the Walking Museum Pilgrimage from Calmondi to LaVerna, Italy, to create of local contemplative treks for that empower high achieving/low income students to incorporate mindfulness in the active process of acquiring, retaining and using knowledge.

**Bonaldo, Lindsay**

Engage with Parisian architectural and artist sites through drawing, photography and art history to inspire students' development of artistic ideas with deeper meaning, community connections and real world application.

**Bonnett, Jennifer**

Attend online courses through the Institute for Multi-Sensory Education focusing on Orton-Gillingham methods for teaching reading to more effectively instruct students with dyslexic tendencies.

**Boza, Beth \***

Investigate how Lisbon and Madrid street art reflects the voice of community through investigation, workshops, guided tours, and artist interviews to create an interactive street art map that inspires a student-led street art project focused on making marginalized voices heard.

**Branch, Meredith \***

Attend the World Peace Game Master Class in Hoboken, NJ, to bring the World Peace Game to students who will explore global themes such as the economy, diplomacy, war, and the common good.

**Bretthauer, Colleen**

Become immersed in Korean culture while practicing Hangul as a minority, to then engage children in creation of authentic Asian music and consideration of how people are more alike than different.

**Brown, Stephanie**

Research in England key sites from Jane Austen's life and the novel "Northanger Abbey" to design a curriculum that incorporates the use of social thinking curriculum to make novels and their focus on interior thoughts accessible to neuro-diverse students.

**Buccigrossi, Laura**

Attend the Morpho Institute's Educator Academy in the Peruvian Rainforest to increase personal science content knowledge and implement effective outdoor learning pedagogy at school.

**Buckley, Kimberly**

Get firsthand knowledge of Shakespeare and Bronte by visiting English sites in which they lived and worked and also access the knowledge of experts there to improve anti-racist teaching by adding counternarratives that address the problematic nature of White-centered texts, specifically canonical texts by these authors.

**Burgess, Sandra \***

Gather materials, impressions, and insights pertaining to the Holocaust across eight European countries to inform the creation of a student-led podcast series for their middle/upper school peers.

**Burnham, Gina**

Document the Richard Louis Proenneke homestead in Alaska's Lake Clarke National Park to engage students in the life and work of this self-educated naturalist, promote curiosity about the natural world and inspire them to be citizen scientists and environmental advocates.

**Cameron, Sasha \***

Participate in the AVID San Francisco Summer Institute to learn key academic supports and curriculum opportunities that use writing, inquiry, collaboration, organization, and reading-based activities that promote college- and career- readiness.

**Campagna, Jennifer \***

Experience separately different dark skies communities in the Southwest United States and Northeast United States, documenting the positions of cosmic beings in relation to the Earth, the sun and moon and how Native Americans depended on astronomy in their daily lives, to create libraries of cosmic images that help students connect to theories read in books.

**Campbell, Christina \***

Attend the World Peace Game Master Class in Hoboken, NJ, to bring the World Peace Game to students who will explore global themes such as the economy, diplomacy, war, and the common good.

**Campbell, Kelly \***

Attend the Advancement VIA Individual Determination (AVID) conference in San Francisco to support student success through aligned, high-quality instructional supports that are responsive to the complex needs of students living in poverty.

**Campbell, Lori \***

Participate in Yosemite National Park workshops that teach the photography techniques of Ansel Adams to integrate photography into the Environmental Science and ELA curricula as a tool for promoting student awareness, interest, and engagement.

**Cannon, Todd \***

Explore Tanzania and Ghana's history, politics and arts to expand the scope of Black History Month into an integrated curriculum on African-American history and culture grounded in African voices and perspectives, past and present.

**Caouette, Erin**

Research the heritage and culture of Asian American and Pacific Islanders in California, Utah and Washington to implement a study of Young Adult AAPI authors that facilitates the inclusion of students of color in the literature curriculum.

**Castaneda, Amy**

Conduct independent exploration and attend nature-based workshops and tours around New York City to explore the intersection of art and ecology in the urban environment and inspire learning for curious, creative scientists and artists in early childhood education classrooms.

**Cazley, Annette \***

Document in Italy and Greece the intersectionality of languages to teach English learners strategies for breaking down vocabulary and decoding words using Greek and Latin roots and, in doing so, empower them to better understand science based vocabulary, musical terms, and historical events.

**Cerra, Lori**

Document best practices at makerspaces in Seattle, Portland and San Francisco, with additional stops in five national parks, to craft themed-weeks for the Library Learning Commons that offer opportunities for all students to feel successful.

**Chambers, Dana \***

Document the cognitive-motor interventions available to students with motor delays at the North American Society for the Psychology of Sport and Physical Activity Conference in Waikoloa Village, HI and afterwards at the SPARK PE Institute in San Diego, CA to implement techniques for addressing mental health, body image and learning gaps of students from low-income families.

**Champagne, Suzette**

Attend the Morpho Institute Educator Academy deep in Peruvian Rainforest to engage in hands-on learning that facilitates students' realization that they are not just citizens of a specific state or of the United States, but of the world.

**Christman, Amy**

Collaborate with specialists in Yoga, Yoga Therapy, and Vocal Science in Los Angeles through the Heather Lyle Vocal Yoga Method Teacher Certification program to develop classroom strategies that nurture healthy, skillful vocal production, mindful practice, and students' social-emotional well-being.

**Ciavati-Catrambone, Dana \***

Conduct site visits at two London schools using revolutionary approaches to career and technical education to deepen the understanding of how a culture of collaboration can be leveraged to foster literacy development in a career and technical education setting.

**Citron, Jerry**

Investigate the physiological changes due to the effects of climate change on the different types of permafrost in Alaska to develop student awareness and generate research/data analysis projects/activities using Graphic Imaging Systems and The Permafrost Discovery Gateway portal.

**Clement, Rachel**

Interview tribal leaders and members of the Patowomeck, Rappahannock, Piscataway, and other indigenous nations of Maryland and Virginia to build community-school relationships and create resources that draw connections between indigenous perspectives and restorative justice practices.

**Cole, Jason**

Experience Seattle's Civil Rights museums, focusing on the roles played by the African and Asian American communities, to create a unit that helps under-appreciated student populations comprehend the pivotal role these individuals and groups played in world events.

**Copp-Putnam, Alyssa \***

Conduct site visits at two London schools using revolutionary approaches to career and technical education to deepen the understanding of how a culture of collaboration can be leveraged to foster literacy development in a career and technical education setting.

**Cordero Rothstein, Hana**

Explore the visual culture and history of Jewish communities, with an emphasis on reconciliation and revitalization efforts, in Germany, the Czech Republic, and Austria, as a vital continuation of Holocaust education that creates accessible entry points for connecting past to present and building global citizenship.

**Crown-Wilkins, Joyce**

Study in Barcelona the mosaics of Gaudi and learn trencadis techniques from renowned artist and



Gaudi expert Livia Garrettain to lay the foundation for a school-wide collaboration on large-scale mosaics that piece the school community back together through creativity.

**Cunningham, Janet**

Participate in Carnegie Mellon University's LEGO Spike Workshop to create a coding and robotics unit that develops students' grit through their inherent mistakes and subsequent problem solving and also introduces them to the STEM field.

**Curcuru, Melissa \***

Conduct site visits at two London schools using revolutionary approaches to career and technical education to deepen the understanding of how a culture of collaboration can be leveraged to foster literacy development in a career and technical education setting.

**Currie, David \***

Enrich our French high school program with content about the lesser known French departments/territories by documenting the life and culture of Martinique and Guadeloupe in the French Antilles to develop an International Baccalaureate (IB) unit that supports the themes of "Experiences, Identities and the Environment."

**Currier, Thomas**

Explore the American Intermountain National Park Systems by working alongside scientists and rangers to enrich personal understanding of ecosystems shaped by time/the forces of nature and address with middle school students the essential topic: "What can the fossil record tell us about the history of life on Earth?"

**Curtis, Dana**

Join a 12-day excursion experiencing thousands of years of China's history to inform students' understanding of the Chinese people and culture and address negative stereotypes they may possess about people whom they've never met.

**D'Amico, Peter \***

Conduct school visits visit in Brisbane, Cairns and Sydney implementing The Australia Curriculum emphasizing sustainability and also observe how climate change is affecting ecosystems such as the Great Barrier Reef, to educate students on how chemistry affects their local neighborhoods and the world at large.

**Daniels, Haven \***

Research at observatories and sites across Scotland and Northern England the phenomenon of dark skies to inform a student project that assesses how light pollution affects our city and how they can take action to preserve local dark skies.

**Davis, Joshua \***

Embark on a Spanish language and cultural immersion experience in El Salvador and Honduras that includes an investigation of the Mayan Chorti culture, intensive Spanish instruction, and a homestay with a host family, to create culturally responsive and inclusive classrooms at a predominantly Spanish speaking school.

**DeLapp, Patricia**

Discover throughout the National Parks of Colorado environment impacts of global warming, as well as examples of sustainability measures, to create a science unit that inspired fourth graders to become passionate advocates for our natural resources.

**DelConte, Elizabeth \***

Research across France gender disparities in Auguste Roudin and Camille Claudel's artistic relationship to create a unit of study related to gender and representation in the world of art that springboards student exploration of competing narratives through Literature and writing.

**Delk, Kristin \***

Experience El Salvador's culture, language, and school and community functions to better address the academic and social emotional learning needs of English Learners of Latino heritage.

**DeMarco, Laurie \***

Document ancient cultural sites rooted in Greek mythology while also undertaking theatre and art making experiences to motivate struggling and high-need students in their creation of story-art for a Living Myth Museum shared with our community.

**Desaire, Lynn\***

Survey National Parks across four states to develop related project-based learning opportunities aligned with social studies standards and math concepts that teach fourth graders how to budget and create their own itineraries for a hypothetical expedition.

**Dickson, Amy \***

Participate in Yosemite National Park workshops that teach the photography techniques of Ansel Adams to integrate photography into the Environmental Science and ELA curricula as a tool for promoting student awareness, interest, and engagement.

**Dolan III, Bobby \***

Research in Ghana, the United Kingdom and Williamsburg, VA sites pertinent to the Atlantic Slave Trade to create location-based videos, lessons, and primary source activities on Triangular Trade that are currently lacking in availability for history teachers.

**Dousis, Shawn \***

Observe during school visits throughout Australia the application of the Australia Sustainability Curriculum, while also experiencing natural habitats impacted (positively and negatively) by humans, to learn best practices for demonstrating how our choices directly affect other living things.

**Dubossi, Derek \***

Document the critical importance of biodiversity in aquatic environments and learn about progress towards restoring threatened ecosystems in Bonaire to empower and motivate a broad spectrum of youth to value these planetary ecological services and inspire underrepresented students to pathways in STEM majors.

**Duffy, Amy \***

Research in Costa Rica how local organic farming and other sustainability practices benefit local communities and the environment to expand students' cultural frame of reference and diversify their perspectives on the impact of sustainable farming and the protection of the rainforest.

**Dugas, Katherine \***

Attend the "Get Your Teach On" national conference in Orlando, FL, to learn how to foster a safe social and emotional environment in and beyond classroom walls in which students can thrive.

**Duncan, Abigail**

Enroll in the "Urban Sketching in Prague" course to deepen skills in sketching, drawing and water coloring to then teach students with a fresh perspective on using art to express their creative voice.

**Dunn, Tracy**

Survey with a questionnaire adapted from the Library of Congress' Veterans History Project eyewitnesses to American military actions in southeast Asia between 1965 and 1975 to develop resources that teach the consequences of America's military presence and actions for civilians in conflict zones.

**Dutton, Timothy**

Attend the Monterey Bay Math Institute in Santa Cruz and interview professors at UCSC to create a more active, cooperative learning environment that better engages and prepares students for the changing jobs of the future.

**Econome, Jason**

Work in two cancer research laboratories at Tulane University Medical School to develop inquiry-based research projects with molecular assays and live eukaryotic organisms for students to learn basic biological concepts through experimentation.

**El-Azazy, Eihab \***

Document in Italy and Greece the intersectionality of languages to teach English learners strategies for breaking down vocabulary and decoding words using Greek and Latin roots and, in doing so, empower them to better understand science based vocabulary, musical terms, and historical events.

**Elliott, Melissa**

Traverse Canada's Jasper and Banff National Parks to learn, then model for students how to connect research-based strategies and effective communication skills so they can learn how to express social-emotional needs.

**Engel, Shira**

Conduct on-the-ground research in Washington, D.C. and attend the Bard College Institute for Writing and Thinking's "Thinking Historically Through Writing" to create two primary documents-based American History units that integrate history, reading and writing into a Humanities experience for Montessori students.

**Fedor, Jessica**

Consult with interventionists at the Multisensory Reading Centers of Puerto Rico to learn more about structured literacy evaluation and instruction in the Spanish language and become a trusted adult they can connect with in a school full of people that speak a different language.

**Figueroa-Garcia, Cristina**

Experience present-day Egypt while also exploring its ancient wonders to create a virtual field trip supporting Global Interconnections and Human Population learning for ESL and Dual Language students.

**Fitzpatrick, Kristen \***

Research at observatories and sites across Scotland and Northern England the phenomenon of dark skies to inform a student project that assesses how light pollution affects our city and how they can take action to preserve local dark skies.

**Flores, Olivia**

Complete an intensive language immersion course in Barcelona and join an artifact-gathering/cultural enrichment experience in Pamplona, Madrid, and Valencia to bolster Spanish culture content in a dual language curriculum and firmly establish the accessibility of international travel opportunities through bilingualism in our students.

**Florio, Melissa \***

Complete a yoga/mindfulness retreat in Portugal's Sintra National Park to learn techniques for supporting children exposed to trauma and replicate these strategies within the school setting so

students can develop emotional regulation skills that empower them to thrive socially, emotionally, and academically.

**Flory, Joshua \***

Practice in Olympic National Park scientific inquiry skills while learning about issues affecting our national parks and working alongside experts in the field to increase student engagement with the natural world, deepen student understanding of the importance of environmental science and demonstrate the benefits of connecting with the world around them.

**Foster, Lexis**

Experience farm stays across Spain to develop a working knowledge of health, eating habits and food culture that helps elementary students build awareness of where food comes, its distribution and how it fuels our bodies.

**Fournier, Charles**

Research, write, produce, edit, and publish a 5-10 episode podcast exploring the societal and personal reasons why teachers are leaving the profession as an exemplar for student podcasts that amplify their voices.

**Fredrickson-Leonard, Molly \***

Complete multisensory math training at the Siena School in Oakton, VA, to gain knowledge of cutting-edge practices that give students fun and rewarding experiences and provides real-world practice to prepare them for successful lives.

**Fulfer, Amanda**

Join the Seattle Holocaust Center for Humanity's expedition to Poland to humanize horrific statistics that lay flat on merely three pages of the textbook for AP World History, World History, Contemporary World History, and AP Human Geography students.

**Fuller, David \***

Participate in the Broadway Teachers Workshop in New York City to receive intensive, innovative and immersive instruction from professional artists to give students a chance to express themselves through musical and technical theatre and address their need to experience love and belonging.

**Fullerton, Deborah**

Accompany Seattle's Holocaust Center for Humanity on an exploration of Poland's past and present by connecting its history and people to empower students to become change makers in their communities, nation and world.

**Gagliardi, Monica \***

With an island healer and guide, participate in an immersion program with indigenous Hawaiians while also connecting with teachers who integrate core principles from the Hawaiian practice of "Aloha" to provide a foundation for meditation/healing and connection with nature endeavors with students exhibiting pandemic anxiety.

**Genay, Christina**

Complete an expedition to Mount Katahdin and 14 additional states' highpoints, demonstrating the seven principles behind the Leave No Trace movement, so students can compare and contrast the vistas and recognize connections among themselves and other places in the world.

**Girolamo, Jamie**

Learn alongside professional photographers in Iceland how to successfully capture portraits while also documenting the country, history, and culture to serve as an exemplar for students' and their work.

**Gonda, Melanie \***

Enroll in workshops through Relax Kids in Belgium and The Village Forest School in the Monferrato region of Italy to help early childhood students strengthen social emotional and self-regulation skills that assist their coping with anxiety.

**Goodwin, John**

Conduct research at the National Museum of the American Indian in Washington DC to build two project-based learning experiences that raise awareness of Indigenous experiences at American Indian boarding schools and enhance the physical and digital presence of one such site in our city.

**Gosser, Sarah \***

Experience El Salvador's culture, language, and school and community functions to better address the academic and social emotional learning needs of English Learners of Latino heritage.

**Gozzo, Michael \***

Research in Amsterdam and Germany the storyline of Anne Frank and World War II to authentically teach the injustices and atrocities that took place so students can learn from them, grow from them, and become better global citizens.

**Gramo, Amie \***

Conduct site visits at two London schools using revolutionary approaches to career and technical education to deepen the understanding of how a culture of collaboration can be leveraged to foster literacy development in a career and technical education setting.

**Gray, Evan \***

Experience with each member of the art and music department Spain's history and culture to strengthen the school's Drama Club and annual Hispanic Heritage Month celebration with culturally-responsive and authentic experiences that honor the diversity of students at the school.

**Grego, Melissa \***

Experience with each member of the art and music department Spain's history and culture to strengthen the school's Drama Club and annual Hispanic Heritage Month celebration with culturally-responsive and authentic experiences that honor the diversity of students at the school.

**Griffin, Elizabeth**

Experience iconic aspects of Spanish and Portuguese art, culture and history to refresh language skills, infuse Spanish language curriculum with fresh insights and create more authentic learning experiences to connect with students and their families.

**Griffin Jr., Garrett \***

Experience UNESCO sites associated with the enslavement of people in Connecticut, Louisiana, as well as related museums in Massachusetts and Washington D.C. to facilitate culturally-relevant and emotionally-thoughtful classroom conversations about the Trans Atlantic Slave Trade.

**Grove, Frankee**

Attend in Elspeet, Netherlands, the Mindful Self-Compassion Intensive led by experts from the University of Texas and Harvard University, then complete a six-week virtual course entitled "Self-Compassion for Educators" by Mindful Schools to learn self-compassion strategies and create and implement a curriculum that addresses stress, trauma, and academic learning loss in foster youth.

**Gudgel, Mark**

Map in Sarajevo locations referenced in the novel "Sarajevo Roses: War Memoir of a Peacekeeper" to create a database of the "roses" (mortar scars) and author curricula/lessons that engage students in researching and learning about this topic.

**Gudmunson, Jenna \***

Complete multisensory math training at the Siena School in Oakton, VA, to gain knowledge of cutting-edge practices that give students fun and rewarding experiences and provides real-world practice to prepare them for successful lives.

**Gurung, Samden**

Complete a Spanish immersion program while staying with a host family in Cusco, Peru, to learn culturally-relevant information that enhances communication with Spanish speaking students and their families.

*\*Denotes team grant.*

**Gustafson, Carrie\***

Survey National Parks across four states to develop related project-based learning opportunities aligned with social studies standards and math concepts that teach fourth graders how to budget and create their own itineraries for a hypothetical expedition.

**Hall, Elizabeth**

Document through video and photographs the diverse ecosystems in Chile, Argentina, Uruguay, and Brazil to create learning materials that enhance elementary science units and ignite student interest in world knowledge.

**Hallett, Kaycee**

Explore Japanese history and culture, particularly manga (Japanese graphic novels), to elevate students' cultural understanding and awareness and inform the school library's selection of titles that are relevant and age-appropriate.

**Harbeson, Rebecca \***

Conduct site visits at two London schools using revolutionary approaches to career and technical education to deepen the understanding of how a culture of collaboration can be leveraged to foster literacy development in a career and technical education setting.

**Harder, Jonathan**

Conduct a grand tour of the Colorado River Watershed to compare ancient climate conditions of the Colorado Plateau to the current climate and create a learning unit in which students assess and predict future drought conditions based on current and historical data.

**Haskins, Jenna \***

Practice in Olympic National Park scientific inquiry skills while learning about issues affecting our national parks and working alongside experts in the field to increase student engagement with the natural world, deepen student understanding of the importance of environmental science and demonstrate the benefits of connecting with the world around them.

**Henry, Nicole \***

Observe during school visits throughout Australia the application of the Australia Sustainability Curriculum, while also experiencing natural habitats impacted (positively and negatively) by humans, to learn best practices for demonstrating how our choices directly affect other living things.

**Hewit, Hillary**

Complete a mosaic workshop at the Mediterranean Center for Art, Gardens, Plants, & Design in Lafkos and an art/yoga retreat in Hydra, Greece, to facilitate an outdoor mosaic project and



introduce therapeutic art-making and meditative strategies to middle school students coping with stress from caring for siblings or battling homelessness or hunger.

**Hinrichs, Joel \***

Explore Tanzania and Ghana's history, politics and arts to expand the scope of Black History Month into an integrated curriculum on African-American history and culture grounded in African voices and perspectives, past and present.

**Holland, Candy**

Study immersive Spanish language while experiencing life in Costa Rica to identify better with students' current challenges in learning languages and implement ways of inspiring and preparing students to be ambassadors of positive change.

**Hopkins, Brooke**

Explore cities in Northern and Central Europe that are the settings for two popular graphic novels pertaining to individual experiences of the Holocaust to build a greater understanding of the systematic way the Nazis exterminated more than six million Jews and help students feel connected to the victims, perpetrators, and bystanders of the Holocaust and its terrible place in our history.

**Houston, Thomas**

Gather resources and learning about the historiography of the Irish Independence movement in the Republic of Ireland and Northern Ireland to create a model International Baccalaureate paper 2 for the Independent Movements unit.

**Howell, Lori**

Join an Earthwatch expedition in Costa Rica studying the impacts of climate change on pollinators, then work alongside local farmers attempting to mitigate these changes by planting trees in experimental plots, to replicate a pollinator studies project with students on the school grounds.

**Imbrogno, Jason \***

Practice in Olympic National Park scientific inquiry skills while learning about issues affecting our national parks and working alongside experts in the field to increase student engagement with the natural world, deepen student understanding of the importance of environmental science and demonstrate the benefits of connecting with the world around them.

**Imhoff, Carly \***

Collect evidence of natural selection in the Galapagos to inspire middle school students' independent thinking and combat the spread of misinformation and skepticism toward parts of the science/social studies curriculums among some students and their families.

**Janka, Rebecca**

Explore homes and countries of both known and undiscussed mathematicians/physicists, observing how their theorems and calculations are related to historical developments of mathematics, to inform a learner-centered class that allows students to critically think through their own lives while engaging with the world around them.

**Jewell, Colleen**

Enroll at the Instituto Superior de Espanol (ISE) in Quito, Ecuador, which incorporates literacy, culture and language, to better engage the influx of English Language Learners bringing a rich cultural heritage who are eager to acculturate.

**Johnson, Barbara \***

Attend the Advancement VIA Individual Determination (AVID) conference in San Francisco to support student success through aligned, high-quality instructional supports that are responsive to the complex needs of students living in poverty.

**Johnson, Summer \***

Volunteer on, then bicycle between sustainable farms from Whistler, British Columbia, to Portland, OR, and afterwards volunteer on a renowned sustainable farm in Guanajuato, Mexico, to create farming programs rooted in critical hope and climate change resistance at two Title I schools.

**Jones, Hannah \***

Contextualize American history from Washington, D.C. to Boston, MA, to create a new unit celebrating and reflecting the diversity of our students and bring to life literary texts used in the classroom.

**Jordan, Pratia**

Retrace the transatlantic journey through historical sites in Africa, Europe and North America to create multi-modal, 3D virtual learning experiences that allow students to deepen content knowledge and make personal connections to the past and its continued relevance to our present.

**Joss, Katharine**

Explore Colombia and Costa Rica's biodiversity and conservation efforts to create a bilingual, hands-on, project-based science course that inspires at-risk students to pursue STEM careers and motivates them to become more conscious global citizens.

**Kaiser, Donna**

Participate in the ASM Materials Camp for Teachers at the University of Maryland to learn methods for making math and core science principles more enticing and relevant to high school chemistry students.

**Kennedy, Jennifer**

Photograph the Southwest landscape (day & night) and also ancient cliff dwellings to document the relationship of First Peoples to the land and demonstrate for career & technical education students how migration & relationship to the land is a common theme in humanity.

**Kepley, Christine \***

Document the cognitive-motor interventions available to students with motor delays at the North American Society for the Psychology of Sport and Physical Activity Conference in Waikoloa Village, HI and afterwards at the SPARK PE Institute in San Diego, CA to implement techniques for addressing mental health, body image and learning gaps of students from low-income families.

**Kercher, Kristin**

Join a group of teachers in Costa Rica focused on the combination of cultural immersion and workshops on teaching language using comprehensible input to use acquisition-based teaching strategies that engage students with little interest in learning.

**Kevorkian, Jacqueline \***

Experience with each member of the art and music department Spain's history and culture to strengthen the school's Drama Club and annual Hispanic Heritage Month celebration with culturally-responsive and authentic experiences that honor the diversity of students at the school.

**Kim, Matthew**

Conduct site visits at international schools in Milan, Como, and Turin, as well the Euro-Mediterranean Center for Climate Change in Lecce, Italy, to observe how sustainability curriculum is used to motivate students to take action.

**Korpalski, Melissa**

Explore vestiges of French colonialism, geographic and historical landmarks, and daily life in Senegal to create an engaging unit encouraging students to explore the diversity of the francophone world.

**Kravontka, James**

Participate in a program at Auschwitz sponsored by the CANDLES Holocaust and Educational Center on Holocaust understanding, resistance, and remembrance to increase students' general understanding of the emotional fallout of the Shoah and comprehension that persecution of Jews continues today.

**Lang, Jodie**

Gather first-person stories and artifacts from Japanese Americans and Japanese nationals who experienced World War II by visiting memorials and museums in Manzanar Internment Camp,

Pearl Harbor, Hiroshima and Nagasaki and craft these histories, perspectives and the human experience into a historical fiction unit.

**Lefrancois, Sarah**

Retrace the footsteps/work of Ansel Adams in and around Yosemite Park to learn about landscape photography and advocacy and these concepts to students culminating in an art show documenting their local landscapes.

**Levine, Brian \***

Collect evidence of natural selection in the Galapagos to inspire middle school students' independent thinking and combat the spread of misinformation and skepticism toward parts of the science/social studies curriculums among some students and their families.

**Lewis, Michael \***

Research how Hawaiian Islands' geological, geographical, and atmospheric conditions affect its supply of renewable and non-renewable resources to create inquiry learning that leads to students' understanding and application of modern scientific and engineering advances that simultaneously reduce carbon footprints and enhance local and global economies.

**Lewis, Zena \***

Research how Hawaiian Islands' geological, geographical, and atmospheric conditions affect its supply of renewable and non-renewable resources to create inquiry learning that leads to students' understanding and application of modern scientific and engineering advances that simultaneously reduce carbon footprints and enhance local and global economies.

**Loeffen, Kaitlin \***

Join the Ecology Project International's teacher expedition to the Galapagos Islands, conducting research on local species including marine iguanas and three species of giant tortoises, to model student activities, learn inquiry-based learning techniques and prepare students to make environmentally-cautious decisions.

**Long, Lisa \***

Attend the Advancement VIA Individual Determination (AVID) conference in San Francisco to support student success through aligned, high-quality instructional supports that are responsive to the complex needs of students living in poverty.

**Lorenzo, Robert \***

Gather evidence of climate change in Redwood Forest Park to teach students how to analyze the data collected, use that data to measure damage to our environment and inspire them to become advocates who minimize human impact on our environment.

**Lorenzo, Alicia \***

Gather evidence of climate change in Redwood Forest Park to teach students how to analyze the data collected, use that data to measure damage to our environment and inspire them to become advocates who minimize human impact on our environment.

**Lucas, Elizabeth \***

Attend the Innovative School Summit in Las Vegas to learn strategies for reaching students with a variety of emotional and behavioral challenges and enhance student, school, and the community climate.

**Lutz, Sinead**

Document wolves in their natural habitat of Yellowstone National Park and contribute data to the organization that monitors wolf activity to create similar curriculum projects that inspire students to become citizen scientists themselves.

**Lutz, Elizabeth \***

Research across France gender disparities in Auguste Rodin and Camille Claudel's artistic relationship to create a unit of study related to gender and representation in the world of art that springboards student exploration of competing narratives through Literature and writing.

**Lyons, Kaaron**

Attend the Helsinki Education in Action for Teachers (HEAT 2022) in Finland, gaining insight into the country's successful educational paradigms, to learn strategies for engaging reluctant learners and bring true learning back into the classroom, as opposed to just getting through the curriculum.

**Magoun, Derrick**

Research in the Hawaiian islands the indigenous Hawaiian/Polynesian culture and the direct impact on that culture by European exploration and exploitation and from American Imperialism.

**Malli, Jason**

Attend the Summer World Music Pedagogy Workshop at West Virginia University, SPLICE Institute for Arts and Technology Innovations at Western Michigan University, and Restorative Practices Online at the University of Maine to create opportunities for student self-expression-fostering performance as an experiential, self-paced, recreational, therapeutic, inter-leveled, individualized workshop.

**Mamaclay, Emily \***

Explore Alaska's oceans, geology, and evidence of humanity's relationship with the environment through a scientific lens to broaden current curricula and increase students' critical awareness of their responsibility to preserve healthy ecosystems.

**Mancini, Alyssa**

Join an Indonesian shark conservation team as a marine researcher to collect engaging examples of phenomena and primary sourced materials that broaden the pedagogical delivery of material to students, especially English Language Learners, in more authentic and engaging ways.

**Maria, Pawlow-Muller \***

Retrace the footsteps of Italian immigrants through Genoa, Naples and Rome to Ellis Island to document the importance of maintaining cultural identity, explore the causes and motivations behind immigration and inform the creation of student-led mini-documentaries that build tolerance within the school community.

**Marti, Regan \***

Research in Costa Rica how local organic farming and other sustainability practices benefit local communities and the environment to expand students' cultural frame of reference and diversify their perspectives on the impact of sustainable farming and the protection of the rainforest.

**Martin, Danielle \***

Participate in Yosemite National Park workshops that teach the photography techniques of Ansel Adams to integrate photography into the Environmental Science and ELA curricula as a tool for promoting student awareness, interest, and engagement.

**Martin, Helen**

Study the local ecosystems associated with the Florida Keys and southern points of the state to lead third-grade students on efforts to conserve and protect locally vulnerable plants and animals from pollution.

**Martinez, Julissa**

Complete 200 hours of yoga training with a special focus on anatomy and the emotional and cognitive impacts of yoga to support the school's ongoing culture of restorative justice by implementing meditative practices with students.

**Martino, Darlene**

Participate in puppetry workshops for teachers in San Francisco, CA and Eugene, OR to introduce puppets as tools for students to build social skills, experience other perspectives, tackle difficult conversations, express opinions, and resolve conflicts.

**Mason, Kathleen**

Research in France and Italy the Mediterranean lifestyle in relation to cuisine, community, and wellness habits to integrate new insights into learning opportunities that enhance students' well being and quality of life.

**Mather, Michelle \***

Research schools in Denmark associated with the international Eco Schools organization to document environmentally-mindful ways of living and incorporate these strategies our school and community.

**McAfee, Alix \***

Conduct site visits at two London schools using revolutionary approaches to career and technical education to deepen the understanding of how a culture of collaboration can be leveraged to foster literacy development in a career and technical education setting.

**McGill, David**

Join a contingent of professional geologists circumnavigating the entire land mass of Iceland, making observations and conducting investigations, to facilitate students' understanding of the true nature and scale of geological processes.

**McGoff, Ryan**

Complete intensive language lessons in Medellin and Cartagena, Colombia, to enhance fluency and develop culturally-responsive curriculum for English Language Learners with disabilities.

**McKarns, Joy \***

Experience El Salvador's culture, language, and school and community functions to better address the academic and social emotional learning needs of English Learners of Latino heritage.

**McKay, Jennifer \***

Retrace the footsteps of Italian immigrants through Genoa, Naples and Rome to Ellis Island to document the importance of maintaining cultural identity, explore the causes and motivations behind immigration and inform the creation of student-led mini-documentaries that build tolerance within the school community.

**McMinn, Rachel \***

Research notorious crimes of the 19th and 20th century in the United Kingdom to create cross-curricular learning through the lens of technology in the field of forensics and the role of investigative journalism in solving crime.

**McMinn, Bryce \***

Research notorious crimes of the 19th and 20th century in the United Kingdom to create cross-curricular learning through the lens of technology in the field of forensics and the role of investigative journalism in solving crime.

**McNabney, Megan**

Camp and travel by car along the 4,900 mile route following the Lewis and Clark National Historic Trail to enhance the district's social studies curriculum I authored with social emotional components mirroring the explorers' practice of encountering Native Americans with acceptance and respect.

**McNamara Kletrovetz, Malinda \***

Practice in Olympic National Park scientific inquiry skills while learning about issues affecting our national parks and working alongside experts in the field to increase student engagement with the natural world, deepen student understanding of the importance of environmental science and demonstrate the benefits of connecting with the world around them.

**McPherson, Amare \***

Document best practices associated with the Reggio Emilia experienced-based pedagogy where it was founded in Italy to implement its progressive, student-led and focused learning experiences with PK-8 students at an urban charter school.

**Meiser-Perry, Julie \***

Explore the progression of art and architecture starting in Greece and developing through the Roman Empire as a foundation for enhancing instruction.

**Miller, Carissa \***

Complete a yoga/mindfulness retreat in Portugal's Sintra National Park to learn techniques for supporting children exposed to trauma and replicate these strategies within the school setting so students can develop emotional regulation skills that empower them to thrive socially, emotionally, and academically.

**Mineff, Marymargaret \***

Gather materials, impressions, and insights pertaining to the Holocaust across eight European countries to inform the creation of a student-led podcast series for their middle/upper school peers.

**Mitchill, Karen \***

Research in Trinidad and Tobago music rooted in the Trans-Atlantic Slave Trade to create strong historical connections and deeper cultural understanding for students, teachers and parents alike, as we discover the many commonalities within our diverse cultural mix through music.

**Moffett, Lauren**

Participate in a Spanish language teaching conference and customized courses that include exploration of cultural heritage sites, literature, and traditions of indigenous peoples in Chile and Ecuador to diversify the Latiné narratives in the language, literature, and arts curricula and elevate Spanish-speaking students' heritages.



**Moore, Lenita \***

Join the Ecology Project International's teacher expedition to the Galapagos Islands, conducting research on local species including marine iguanas and three species of giant tortoises, to model student activities, learn inquiry-based learning techniques and prepare students to make environmentally-cautious decisions.

**Morales, Elizabeth \***

Document Mexican and Belizean cultural and historic sites to educate students on Afro Mexican and Indigenous culture and counteract the negative impact that Mexican hegemony can have on students from these regions.

**Moreno, Maricela \***

Enroll in workshops through Relax Kids in Belgium and The Village Forest School in the Monferrato region of Italy to help early childhood students strengthen social emotional and self-regulation skills that assist their coping with anxiety.

**Morgester, Candace**

Work alongside researchers to catalog, preserve, and restore species and ecosystems presented in the curriculum and under threat in Alaska, and in San Francisco and Monterey, CA, to guide students' work on restoring ecosystems along the Indian River Lagoon.

**Morse, Kathryn \***

Research in Trinidad and Tobago music rooted in the Trans-Atlantic Slave Trade to create strong historical connections and deeper cultural understanding for students, teachers and parents alike, as we discover the many commonalities within our diverse cultural mix through music.

**Moss, Vanessa \***

Experience sustainable living practices used in Alaska to create student buy in and construction of a functional model that shifts student thinking toward human impact on the environment and launch a new school focus on Next Generation Sustainable Living.

**Moyer, Michelle**

Learn to row a single shell on lakes in Italy to engage in personal trauma recovery as a role model for students with trauma and to revise an SEL curriculum using skills and strategies learned that builds a supportive classroom community.

**Mullins, Shannon \***

Embark on a math quest to sites in New York and England associated with the history and importance of math to make the subject and its application interesting and meaningful to rural, low-income students.

**Murray, Cinda**

Participate in the Educator Academy in the Amazon Rainforest of Peru to gain knowledge of place-based pedagogy and protocols for authentic fieldwork using data collection devices that informs students' experiential learning that leverages an underused wooded area and stream adjacent to the school.

**Nietupski, Bonnie \***

Attend the Annual Conference of American Association of Teachers of Spanish and Portuguese (AATSP) and afterwards experience the history of culture of Puerto Rico to enrich Spanish language classes with insights and observed environment/climate concerns.

**Nocera, Shelly**

Explore foreign language acquisition through an immersive study of Spain and France through the cultural lens of its people to gain cultural capital and understanding that helps mold students into citizens of the world.

**Nygaard, Tara**

Complete language classes at the AIP Language Institute in Valencia, Spain, while independently experiencing the Hispanic culture to improve language skills and cultural competency that will directly impact multilingual learners and their families.

**O'Connell, Ryan**

Attend a World Peace Game Master Class in New Jersey to become a certified World Peace Game facilitator, observe the implementation of the simulation with students, and study its guiding philosophies, pedagogical principles, and unique applications for learning design in our school community.

**O'Keefe, Mary Claire \***

Document the critical importance of biodiversity in aquatic environments and learn about progress towards restoring threatened ecosystems in Bonaire to empower and motivate a broad spectrum of youth to value these planetary ecological services and inspire underrepresented students to pathways in STEM majors.

**O'Keefe, Laure**

Interview therapeutic horticulturists and horticulture therapists in Denver, Knoxville and Nashville to create for highly capable students addressing eating disorders the opportunity to utilize plant care/gardening for personal stress management and demonstrate the ability to practice health enhancing behaviors through skills learned.

**O'Neal, Brandy**

Participate in trainings, conferences, and a farm immersion programs through Shelburne Farms' Project Seasons for Young Learners, the Soul Fire Farm Immersion in Petersburg, NY, and the New York Botanical Garden in the Bronx to learn strategies for integrating nature-based education in my classroom that promote deep learning, identity building, and health and wellness.

**Ortega, Dora**

Retrace steps of famous authors and architects throughout Spain to incorporate historical and geographical context that increase students' connections with the language.

**Osborne, Sandra \***

Embark on a math quest to sites in New York and England associated with the history and importance of math to make the subject and its application interesting and meaningful to rural, low-income students.

**Palma, StaceyAnn \***

Document best practices associated with the Reggio Emilia experienced-based pedagogy where it was founded in Italy to implement its progressive, student-led and focused learning experiences with PK-8 students at an urban charter school.

**Pasculle, Kristin \***

Embark on a Spanish language and cultural immersion experience in El Salvador and Honduras that includes an investigation of the Mayan Chorti culture, intensive Spanish instruction, and a homestay with a host family, to create culturally responsive and inclusive classrooms at a predominantly Spanish speaking school.

**Pearce, Eric**

Journey to six distinct places in the United States represented in the Art History curriculum that shape our shared character to create community and foster understanding among students of diverse backgrounds and points of view who identify as American citizens.

**Pearson, Grant \***

Participate in the AVID San Francisco Summer Institute to learn key academic supports and curriculum opportunities that use writing, inquiry, collaboration, organization, and reading-based activities that promote college- and career- readiness.

**Pecor, Jennifer \***

Research in Costa Rica how local organic farming and other sustainability practices benefit local communities and the environment to expand students' cultural frame of reference and diversify their perspectives on the impact of sustainable farming and the protection of the rainforest.

**Peltier, Krista**

Investigate the differences in Italian, French, British, and Dutch fashion culture -- past and present -- to inspire self expression, self reflection, and creativity amongst students in their own fashion designs during makerspace.

**Peña-Govea, René**

Attend the Tin House Summer Workshop at Reed College in Portland, OR, to hone writing, workshopping, and editing skills that inform student writing workshops and provide them additional spaces for self-expression.

**Peritz, Adam \***

Document in Italy and Greece the intersectionality of languages to teach English learners strategies for breaking down vocabulary and decoding words using Greek and Latin roots and, in doing so, empower them to better understand science based vocabulary, musical terms, and historical events.

**Peters, Michael \***

Participate in the Broadway Teachers Workshop in New York City to receive intensive, innovative and immersive instruction from professional artists to give students a chance to express themselves through musical and technical theatre and address their need to experience love and belonging.

**Place, Jennifer**

Incorporate age-appropriate information gathered from seventeen museums along the east coast to develop culturally relevant and culturally responsive lessons based upon artists of color using a narrative form of presentation for elementary students in grades Kindergarten through 8.

**Plante, Alexandria**

Study the the cultural significance of European fairy tales by attending the annual Brothers Grimm festival in Hanau and, afterwards, travel the Germany Fairy Tale Route, to widen students' survey of European authors beyond Shakespeare and provide a common groundwork for cultural allusions that may come up in subsequent classes.

**Redin, Heather \***

With an island healer and guide, participate in an immersion program with indigenous Hawaiians while also connecting with teachers who integrate core principles from the Hawaiian practice of "Aloha" to provide a foundation for meditation/healing and connection with nature endeavors with students exhibiting pandemic anxiety.

**Redwine, Mark \***

Research in Key West authors' lives and the influence the environment played in their writings to incorporate literature as the focal point of social studies units of study.

**Redwine, Sheila \***

Research in Key West authors' lives and the influence the environment played in their writings to incorporate literature as the focal point of social studies units of study.

**Renshaw, Cynthia**

Experience Viking life through a professionally guided Scandinavian excursion that explore artifacts, natural wonders and cultural legacies to lead compassionate reflections on treasures from other cultures that allow students to be comforted by our common humanity.

**Reyes, Micah \***

Document in Italy and Greece the intersectionality of languages to teach English learners strategies for breaking down vocabulary and decoding words using Greek and Latin roots and, in doing so, empower them to better understand science based vocabulary, musical terms, and historical events.

**Reynolds, Janae \***

Compare and contrast enslaved experiences in Ghana and Cape Town through museums, historic sites, and storytelling, to create a unit in which students learn about the art of African storytelling and create personal stories reflecting their heritage.

**Roche, Aisling**

Study traditional textile and embroidery practices in Oaxaca, Mexico, while pushing Spanish language capacities to create arts-driven extracurricular SEL spaces for all members of the school's majority Latino population.

**Rosas, Laura**

Participate in yoga and mindfulness education workshops at the Omega Institute in Rhinebeck, NY, to support students' self-regulation and physical and emotional well-being.

**Rose, Rachael \***

Engage in an immersive French language experience in Paris via homestays and intensive language courses to enhance language ability, build pedagogy and curriculum for instruction and establish a partnership with a fellow IB school.

**Rosenberg, Victoria**

Explore Great Britain's geography, cultural landmarks, and historic sites to revitalize a middle school English curriculum with a unit on heritage and literature that expands a nature writing component and brings Shakespeare's works to life.

**Rynearson, Jodi \***

Attend the “Get Your Teach On” national conference in Orlando, FL, to learn how to foster a safe social and emotional environment in and beyond classroom walls in which students can thrive.

**Sanchez, Sara \***

Embark on a Spanish language and cultural immersion experience in El Salvador and Honduras that includes an investigation of the Mayan Chorti culture, intensive Spanish instruction, and a homestay with a host family, to create culturally responsive and inclusive classrooms at a predominantly Spanish speaking school.

**Sanders, Ariana**

Participate in the Witness Tree Institute's immersive educator experience in Ghana to explore the impact of colonization, as well as how Africans protect their natural resources, to inform the development of learning objectives and course modules for Ethnic Studies, to be offered to Ohio's high school teachers.

**Santiago Quinones, Ruth \***

Embark on a Spanish language and cultural immersion experience in El Salvador and Honduras that includes an investigation of the Mayan Chorti culture, intensive Spanish instruction, and a homestay with a host family, to create culturally responsive and inclusive classrooms at a predominantly Spanish speaking school.

**Schaeffer, Amanda \***

Investigate how Lisbon and Madrid street art reflects the voice of community through investigation, workshops, guided tours, and artist interviews to create an interactive street art map that inspires a student-led street art project focused on making marginalized voices heard.

**Schmidt, Erin**

Journey to the Galapagos Islands in the footsteps of Darwin, observing and documenting the rich diversity of life, as well as ongoing conservation efforts, to create an interactive mapping lesson that facilitates students' study of the islands with an explorer mindset.

**Schmidt, Emily**

Participate in the Earthwatch expedition "Amazon Riverboat Exploration" in Iquitos, Peru, surveying biodiversity and contributing to community-based conservation projects with the indigenous Cocama people, to broaden students' perspectives of science to include field biology and indigenous science.

**Schoenberg, Alexis \***

Volunteer on, then bicycle between sustainable farms from Whistler, British Columbia, to Portland,

OR, and afterwards volunteer on a renowned sustainable farm in Guanajuato, Mexico, to create farming programs rooted in critical hope and climate change resistance at two Title I schools.

**Schroeder, Shelbi \***

Embark on a journey of Ireland's natural beauty and historical sites, exploring how place plays a role in what we create and write, to enhance students' understanding of how landscapes influence and inspire our creative endeavors.

**Seal, Bethany \***

Contextualize American history from Washington, D.C. to Boston, MA, to create a new unit celebrating and reflecting the diversity of our students and bring to life literary texts used in the classroom.

**Seed, David \***

Practice in Olympic National Park scientific inquiry skills while learning about issues affecting our national parks and working alongside experts in the field to increase student engagement with the natural world, deepen student understanding of the importance of environmental science and demonstrate the benefits of connecting with the world around them.

**Sennott, Katherine**

Attend the Science in the Rockies conference in Boulder, and then explore national parks in Colorado and Oregon to create an engaging science curriculum for sixth graders that empowers them to potentially pursue careers in STEM.

**Septimus, Mira**

Spend four days experiencing the National Museum of African American History and Culture in Washington, DC to develop a comprehensive year-long art and history curriculum that expands student exposure to African American art and history beyond Black History Month.

**Serpas, Heather \***

Contextualize American history from Washington, D.C. to Boston, MA, to create a new unit celebrating and reflecting the diversity of our students and bring to life literary texts used in the classroom.

**She, Michelle**

Learn to repair broken braillewriters through Perkins' Braillewriter Repair Workshops; study non-visual and adaptive techniques for personal care through CN Vision Image Consulting, and improve fluency while learning healthy cooking skills in Oaxaca, Mexico, to enrich the personal and educational experience of students with visual impairments.

**Shea, Matthew**

Research ways to incorporate regenerative farming, holistic nutrition, and earth healing along the coast of Maine into a physical education and health curriculum that promotes wellness and connection with nature.

**Sheridan, Shelley \***

Research in Amsterdam and Germany the storyline of Anne Frank and World War II to authentically teach the injustices and atrocities that took place so students can learn from them, grow from them, and become better global citizens.

**Sherk, Hannah \***

Embark on a journey of Ireland's natural beauty and historical sites, exploring how place plays a role in what we create and write, to enhance students' understanding of how landscapes influence and inspire our creative endeavors.

**Sisk, Holly \***

Participate in the Broadway Teachers Workshop in New York City to receive intensive, innovative and immersive instruction from professional artists to give students a chance to express themselves through musical and technical theatre and address their need to experience love and belonging.

**Slesinski, Meghan \***

Explore Alaska's oceans, geology, and evidence of humanity's relationship with the environment through a scientific lens to broaden current curricula and increase students' critical awareness of their responsibility to preserve healthy ecosystems.

**Smith, Cathy \***

Attend the Innovative School Summit in Las Vegas to learn strategies for reaching students with a variety of emotional and behavioral challenges and enhance student, school, and the community climate.

**Smith, Michelle \***

Attend the Innovative School Summit in Las Vegas to learn strategies for reaching students with a variety of emotional and behavioral challenges and enhance student, school, and the community climate.

**Smith, Christopher \***

Practice in Olympic National Park scientific inquiry skills while learning about issues affecting our national parks and working alongside experts in the field to increase student engagement with the natural world, deepen student understanding of the importance of environmental science and demonstrate the benefits of connecting with the world around them.



**Smith, Danielle**

Complete in the Ecuador's Andes Mountains and around the Cotopaxi volcano an outdoor educator course in preparation for the launch of a program that give students a hands-on permaculture experience through the restoration of an old farm on school grounds.

**Snoke, Elizabeth \***

Practice in Olympic National Park scientific inquiry skills while learning about issues affecting our national parks and working alongside experts in the field to increase student engagement with the natural world, deepen student understanding of the importance of environmental science and demonstrate the benefits of connecting with the world around them.

**Soldini, Michelle \***

Retrace the footsteps of Italian immigrants through Genoa, Naples and Rome to Ellis Island to document the importance of maintaining cultural identity, explore the causes and motivations behind immigration and inform the creation of student-led mini-documentaries that build tolerance within the school community.

**Soto-DeJesus, Maritza**

Complete David A. Treleaven's Trauma-Sensitive Mindfulness Training in Rhinebeck, NY, to develop lessons that support students' awareness and embodiment of the connection between emotions, thoughts, and bodily sensations, to better manage emotions that impact behavior, stress, relationships, and ability to focus.

**Spies, Bonnie**

Research contemporary art housed in Mexico City and nearby towns to deepen personal knowledge base and develop a network of artists -- both of which will enhance students' work through appreciation and inspiration, but not appropriation.

**Stanley, Theresa \***

Conduct school visits visit in Brisbane, Cairns and Sydney implementing The Australia Curriculum emphasizing sustainability and also observe how climate change is affecting ecosystems such as the Great Barrier Reef, to educate students on how chemistry affects their local neighborhoods and the world at large.

**Steffy, Mary \***

Enrich our French high school program with content about the lesser known French departments/territories by documenting the life and culture of Martinique and Guadeloupe in the French Antilles to develop an International Baccalaureate (IB) unit that supports the themes of "Experiences, Identities and the Environment."

**Storozuk, Lorrie**

Journey through two National Parks and part of the Nez Perce Historic Trail in Montana and Wyoming to experience the historical setting of the book, "Thunder Rolling in the Mountains" and enrich learning about Native American history for an integrated English Language Arts/Social Studies curriculum unit.

**Strom, Lisa**

Join forces with the national nonprofit buildOn to build a new school in a rural village in Senegal to inform a College Board WE program which invites AP students to support a charitable foundation and social enterprise.

**Stroud, Garris**

Exploring Alaska's Denali and Kenai Fjords National Parks and investigate key questions about glaciers and climate change to model for sixth-grade students the National Geographic Explorer Mindset and Geo-Inquiry Process.

**Surujdeo-Maharaj, Surendra**

Complete mini-internships with Ohio State University's Horticulture Division; Baker Creek Heirloom Seed Company in Mansfield, MO and Fairchild Botanical Garden in Miami, FL to research the current state of Controlled Environment Agriculture and inform three classes on the use of agriculture as a tool to address climate change and food insecurity.

**Swift, Patrick**

Embark in Europe on a pilgrimage around a global history of science to help students make connections between the subject, their life experiences, and their identities as scientific thinkers and global citizens.

**Teefy, Patricia**

Participate in language and cultural immersion for French teachers at Alliance Française Montpellier, France to diversify my teaching practices, deepen my knowledge of French and Francophone Cultures, and develop a unit on multi-cultural France, immigration issues, and questions facing Francophone teens.

**Terracciano, Nancee \***

Engage in forest bathing opportunities in England to foster student appreciation of the need to protect our natural world and support their journeys toward mental, emotional and physical health and well-being.

**Teulings, Catherine**

Explore in Australia how Aboriginal art expresses the soul to introduce students to this art form as

a tool for promoting self-reflection and deep learning while also building stronger bridges of understanding across cultures.

**Timberlake, Jeffrey**

Investigate in Medellin, Colombia, the Metrocable and railway system, learning how it became a symbol of transformation for low-income communities, to inspire English Language Learners and students with special and/or high needs to harness their unique strengths and interests so they have the best opportunity to be productive and thrive in a rapidly changing world.

**Titus, Tina**

Observe schools in Florida, Washington D.C. and California that implement Sheltered Immersion Observation Protocol (SIOP) to incorporate the experiences and linguistic needs of multilingual learners to design a "Newcomer Packet" for different ages and English proficiency levels.

**Tolley, Shawn**

Study, document, and transcribe cultural music in Hawaii and the Marshall Islands to create culturally responsive and accurate arrangements and musical experiences for students that highlight one of the larger ethnic groups in my school community.

**Trumble, Tammy \***

Explore the progression of art and architecture starting in Greece and developing through the Roman Empire as a foundation for enhancing instruction.

**Van Calcar, Kayla**

Participate in the World of Music Arts and Dance festival in Malmesbury, United Kingdom, and afterwards become immersed in the musical history and culture of the UK, Germany, Austria, and Italy to strengthen personal pedagogy and student understanding of remarkably important cultural influences on music and their daily lives.

**Vance, Tara \***

Attend the Innovative School Summit in Las Vegas to learn strategies for reaching students with a variety of emotional and behavioral challenges and enhance student, school, and the community climate.

**Vargas, Jessica \***

Attend the Annual Conference of American Association of Teachers of Spanish and Portuguese (AATSP) and afterwards experience the history of culture of Puerto Rico to enrich Spanish language classes with insights and observed environment/climate concerns.

**Varley, Jessica**

Embark on a pilgrimage to the top of Machu Picchu to broaden and enhance poetry units with photographs, Indigenous history, and local writers/poets and include more global voices in storytelling and nature-based poetry student learning.

**Vaughan, Julia \***

Complete multisensory math training at the Siena School in Oakton, VA, to gain knowledge of cutting-edge practices that give students fun and rewarding experiences and provides real-world practice to prepare them for successful lives.

**Villegas, AnnaLena \***

Document prominent sites relevant in US History from the 1600s-1800s, particularly the westward expansion, Oregon Trail and gold rush, to develop a working knowledge and database of resources that engage third graders with a high level of adverse childhood experiences.

**Vinson, Jonathon \***

Research in Ghana, the United Kingdom and Williamsburg, VA sites pertinent to the Atlantic Slave Trade to create location-based videos, lessons, and primary source activities on Triangular Trade that are currently lacking in availability for history teachers.

**Viruet, Vanessa \***

Document Mexican and Belizean cultural and historic sites to educate students on Afro Mexican and Indigenous culture and counteract the negative impact that Mexican hegemony can have on students from these regions.

**Walden, Ruth**

Research the French Resistance Movement at several museums across France to create a course on resistance and liberation which is foundational in the study of current movements and their sustainability.

**Walley, Justin \***

Experience sustainable living practices used in Alaska to create student buy in and construction of a functional model that shifts student thinking toward human impact on the environment and launch a new school focus on Next Generation Sustainable Living.

**Walters, Rayna \***

Experience UNESCO sites associated with the enslavement of people in Connecticut, Louisiana, as well as related museums in Massachusetts and Washington D.C. to facilitate culturally-relevant and emotionally-thoughtful classroom conversations about the Trans Atlantic Slave Trade.

**Warner, Valen \***

Explore understandings and experiences of Black identity abroad by examining the legacy of the Transatlantic slave trade; abolitionist & anti-lynching campaigns in England; and the emergence of African American artists and intellectuals to Paris to create interdisciplinary curricula on Black identity & belonging throughout the African diaspora.

**Warner, Daniel \***

Explore understandings and experiences of Black identity abroad by examining the legacy of the Transatlantic slave trade; abolitionist & anti-lynching campaigns in England; and the emergence of African American artists and intellectuals to Paris to create interdisciplinary curricula on Black identity & belonging throughout the African diaspora.

**Weber, Samantha \***

Identify across five Northern European countries scientific concepts tied to real world phenomena to better implement Next Generation Science Standards and Cross Cutting Concepts across the entire middle school science curriculum.

**Weber, Timothy \***

Identify across five Northern European countries scientific concepts tied to real world phenomena to better implement Next Generation Science Standards and Cross Cutting Concepts across the entire middle school science curriculum.

**Welsh, Julia \***

Explore the world of hydroponics in the U.S. Virgin Islands to guide fifth graders' design and construction of a hydroponics system that supports a new transdisciplinary unit of inquiry that connects science standards of plant needs, water on Earth, and the protection of Earth's resources.

**Westbrooks, Kristy \***

Participate in the AVID San Francisco Summer Institute to learn key academic supports and curriculum opportunities that use writing, inquiry, collaboration, organization, and reading-based activities that promote college- and career- readiness.

**Wetmore, Katherine**

Attend the ISTE Conference in New Orleans to elevate instructional practices and develop more innovative lessons that challenge students.

**Whelan, Jennifer \***

Engage in an immersive French language experience in Paris via homestays and intensive language courses to enhance language ability, build pedagogy and curriculum for instruction and establish a partnership with a fellow IB school.

**Whetzel, Kimberly \***

Attend the “Get Your Teach On” national conference in Orlando, FL, to learn how to foster a safe social and emotional environment in and beyond classroom walls in which students can thrive.

**Whitt, Holly \***

Explore myths, legends, and storytelling at Scotland’s Year of Stories events in Glasgow, Inverness and Edinburgh to integrate traditional storytelling with new technologies and modes of sharing and demonstrate how the culture of storytelling connects people across time and geography.

**Williams, Marcie**

Explore science museums in San Francisco, Portland and Seattle, then attend the International Physics and Astronomy Educator Program at the Laser Interferometer Gravitational Wave Observatory in Richland, WA to learn methods for introducing high school students to classical physics, modern physics and astronomy using inquiry based activities that incorporate physics into real life applications.

**Wilmoth, Lauren**

Collaborate with Earthwatch scientists researching in Utah how human behavior is impacting the bee population and ecosystem to develop a citizen science project for biology and environmental science students that builds trust in science through scientific literacy.

**Wilson, David**

Research at museums and cultural sites the Rwandan Genocide of 1994 to understand the role that language and mass media played in instigating the genocide, witness how reconciliation has been accomplished through the personal narratives of both the perpetrators and the victims of the genocide, and present Rwanda, and Africa at large, as a contemporary cultural and artistic center worthy of students’ consideration.

**Wisler, Philip**

Embark on a month-long road trip documenting sites across Canada and the United States through biweekly TikTok videos aligned with math problems to demonstrate how creativity and curiosity can reveal meaningful connections between mathematics and everyday life.

**Workman, Amanda \***

Attend the Innovative School Summit in Las Vegas to learn strategies for reaching students with a variety of emotional and behavioral challenges and enhance student, school, and the community climate.

**Yemothy, Nicole**

Explore the Peruvian Amazon Rainforest’s basin and different trophic levels, and afterwards hike to

Machu Picchu, to create a virtual field trip and pen-pal exchange with students in the indigenous community.

**Zheng-Herb, Sunny**

Explore Native Alaskan arts and culture in Alaska to incorporate elements of this art tradition in the classroom through the teaching of 3D art forms and elevate awareness of non-Western arts practices.

**Zimmermann, Kurt \***

Experience UNESCO sites associated with the enslavement of people in Connecticut, Louisiana, as well as related museums in Massachusetts and Washington D.C. to facilitate culturally-relevant and emotionally-thoughtful classroom conversations about the Trans Atlantic Slave Trade.

**Zinger, Tara**

Learn research-based theatrics, wellness, and life coaching tools at Europass Teacher Academy and Be Kind Coaching Institute in Prague to design a dynamic 10-week SEL unit that supports stress reduction in 7th and 8th-graders.

**Zucker, Meera \***

Document the critical importance of biodiversity in aquatic environments and learn about progress towards restoring threatened ecosystems in Bonaire to empower and motivate a broad spectrum of youth to value these planetary ecological services and inspire underrepresented students to pathways in STEM majors.

**Zugarazo, Jennifer \***

Research schools in Denmark associated with the international Eco Schools organization to document environmentally-mindful ways of living and incorporate these strategies our school and community.