



# 2023 FELLOWS

FUND FOR  
TEACHERS

**Addario, Rosalba**

Research Bermuda's healthcare delivery system model as the country transitions to universal healthcare coverage, gathering research on a foreign model perspective of patient access to care, to enhance the Allied Healthcare delivery portion of the existing curriculum.

**Agbu, Jennifer \***

Attend the Song Roots Summer Retreat in Gambier Island, British Columbia, focusing on diversity of singing style, genre, & origin (i.e., Yiddish song, jazz, bluegrass, Hindustani, African American sacred music & early European music) to expand representation for all students and their families.

**Ahern, Erin**

Join a group of like minded science educators to assist with research on the environment and biodiversity of the living organisms within the Costa Rica Rainforests to become a bridge of inspiration and application between students, their future, and their excitement in learning about ways to use science to solve problems that make a difference.

**Aldave, Mirtha \***

Document how the academic curriculum is delivered in Mexico, Guatemala, Honduras and the Dominican Republic to create a culturally equitable learning environment unique to the MultiLingual/SIF population where students' voices are heard and used to increase academic achievement.

**Alford, Ariel**

Explore significant cultural and historical sites throughout London and other boroughs to document Black British history, with a focus on cross-cultural connections with African Americans during the Civil Rights era and modern social justice movements, for integration into key curricular units within the 9th thru 12th grade African American History.

**Almashy, Lhisa**

Complete homestays in Vietnam to improve linguistic awareness and cultural competency through social interactions, museum visits, and lived experiences and, subsequently, support the increasing number of English Language Learners from this country.

**Amans, Stephanie \***

Participate in the Salmon Berry Dryland Dog Sledding Experience in Anchorage, Alaska, while connecting with the history of the state and its people, to implement the 21st Century Skills of collaboration, communication, creativity, and critical thinking, within units of study.

**Anderson, Adrienne \***

Discover across Italy how sustainable food systems and environmentally sustainable food

*\*Denotes team application.*

production can create more equitable resources to connect concepts of cultural sustainability to culturally appropriate food systems and shift students to more sustainable diets.

**Andes, Cathleen**

Complete a residency program titled "Woodfire: Ancient Methods and Contemporary Applications" at the Ox-Box School in Saugatuck, Michigan, learning about the use of wood-firing in ceramics by creating pieces alongside other artists, to get reinvigorated as an artist and bring that enthusiasm and new learning back to elementary students.

**Andrews, Karolyn \***

Explore the history and culture of India's Golden Triangle, which includes Delhi, Agra, and Jaipur, to develop the social consciousness of students and develop culturally-relevant learning for the increasing student population from this region.

**Apey, Susan**

Participate in a workshop titled "Photography in the 4th Dimension" at the Penland School of Craft in Penland, North Carolina to explore time and memory while combining the analog and digital worlds of photography and other technologies to compel students to adopt a more mindful, purposeful way of making art.

**Aylsworth, Jennifer \***

Research places that represent the origins of democracy (Greece) and those where civil war tore democracies apart (Spain), to contextualize, engage, and empower students as active participants in democracy, with an emphasis on "arming" them with tools to enact social change.

**Ballard, Keith**

Complete Spanish language immersion studies in Nicaragua and Peru, while also enrolling in private guitar lessons and volunteering at a local school, to deepen understanding of the Latino culture and introduce more rigor mariachi lessons using advanced rhythms and vocal singing learned during the musical studies.

**Balona, Charity \***

Engage in in-depth language and cultural study of the Mam indigenous culture in Guatemala to better understand, serve and uplift the immigrant Mam students and their families at a K-8 dual immersion school.

**Barberia Chueca, Laura**

Experience the culture and traditions in Peru and Colombia to better understand the heritage of immigrant students experiencing formal education for the first time and provide them and their families with a sense of stability and a modicum of familiarity within the classroom.

*\*Denotes team application.*

**Barry, Timothy**

Engage with the Navajo Nation in Arizona and New Mexico to examine the importance of cultural identity and explore how that identity empowered them to overcome marginalization by the U.S. Government and embrace the role as Code Talkers in World War II.

**Bartley-Carter, Deborah \***

Participate in mindfulness, meditative and restorative technique workshops in Bali and Singapore to develop a deeper understanding of healing practices that will inform the creation of a nature-based social-emotional program for teachers and students in the community impacted by migration, war and COVID 19.

**Beckley, Shannon \***

Explore the rich marine bio-diversity, ecological conservation efforts, and cultural dependency on the ocean in the region of French Polynesia to inform the creation of a newly mandated Marine Science focus.

**Beckley Jr, Jeffrey \***

Explore the rich marine bio-diversity, ecological conservation efforts, and cultural dependency on the ocean in the region of French Polynesia to inform the creation of a newly mandated Marine Science focus.

**Bellanti, Catherine**

Attend a language institute in San Miguel de Allende while being immersed in the Mexican culture for an extended period of time to develop skills/confidence, establish a linguistic connection with students and their families, and strengthen home-school relationships without the use of a translator.

**Berg, Bethany**

Undertake an immersive journey through Puerto Rico designed in collaboration with students from the island to experience their former barrios, schools, culture and landscapes to create a culturally-relevant, multimodal literary unit to team teach.

**Bergman, Jessica**

Attend the National Down Syndrome Congress' 51st Annual Convention in Orlando, Florida, to explore the latest research based strategies for reading instruction, communication, behavioral practices, and inclusion.

**Bergonzelli-Graham, Shana**

Gain a past/future perspective of Computer Science by researching historical figures and the foundation of Artificial Intelligence in England, and then video game design, robotics and modern

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AI Scotland, to provide higher level learners with inspiring, real world stories which demonstrate the kind of innovative problem solving that occurs in the field.

**Bettincourt, James**

Attend the Hartt Summer Instrumental Conducting Clinic in West Hartford, CT, and receive formal cello and violin lessons to better teach secondary instruments at a higher level and better address students' needs at varying stages of their musical development.

**Bevill, Jennifer \***

Observe and experience Norwegian culture and strategies for fostering a learner-centered classroom focused on a sense of academic choice, to support students' emotional and mental well-being and transforming the school culture.

**Bhaskar, Pooja**

Research in London and Bolzano, Italy, early humans, bioarchaeology and archaeological investigative methods to develop a rigorous and authentic unit for a new applied science class and expose students in a 6-12 grade school to a new aspect of forensic investigation.

**Blackwood, Kai \***

Participate in yoga/mindfulness and meditation workshops with the Bangkok Shambhala Meditation, then travel to a special needs school in the Phato village to learn how they bring these practices to life, to incorporate similar techniques with students experiencing negative thoughts and anxiety post-pandemic.

**Blanchard, Kristie \***

Document in Norway, Sweden and Denmark green methods of transportation, sustainable energy, and eco-tourism to create a collaborative instructional plan that tasks students with analyzing information and advising elected officials on the best ways to use green transportation funds.

**Blancq, Shelly**

Experience climate change's unique effects on the fjords and glaciers in Norway and the Arctic to create a meaningful and authentic, project-based, climate change curriculum for grades 6-8 based on the scientific importance and culture of Norway.

**Blue, Kelsi \***

Attend Ron Clark Academy's professional development and start-up instruction in Atlanta to implement its unique house-based strategies focused on belonging, unity, motivation that also positions students as stakeholders in learning processes.

**Bodnarskyj, Olena**

Trace through Turkey and Portugal the history of ceramic tile to develop a cross-disciplinary ceramics unit that utilizes this unique art form with elementary students to model how art can transcend the divide of people, religions, and cultures.

**Boldt, Kathleen \***

Plan and execute a study tour to Minas Gerais, Brazil, visiting schools, teachers, and sites known by students emigrating from there to build teachers' sociocultural competence, Portuguese language skills, and empathy for the experiences multilingual learners face.

**Bonatti, Christine \***

Experience the Peruvian heritage of students, culminating with a visit to Cusco and Machu Picchu, to broaden personal depth of knowledge of the Incan culture to improve instruction of these indigenous people.

**Booth, Chesley**

Experience modern Greek literature, art, and culture and how they connect to the ancient world to create excitement around the study of Greek Mythology and The Odyssey and highlight the importance of literacy and storytelling across time and cultures.

**Boothroyd, Ryan**

Explore ancient sites along the Nile River and embrace the culture of the Egyptian people to increase students' critical awareness of ancient history and its correlation with life today.

**Bouley, Peter**

Research the life and works of Vincent Van Gogh in the United Kingdom, France, Belgium and the Netherlands to create inquiry based lesson plans for a unit exploring the link between mental illness, creativity, and art.

**Boyd, Linda \***

Study the environments of Australia and New Zealand to understand their conservation practices and develop a naturalist art unit that will educate and inspire students to be conservation practitioners in their own communities.

**Boyd, Lynsi \***

Study the environments of Australia and New Zealand to understand their conservation practices and develop a naturalist art unit that will educate and inspire students to be conservation practitioners in their own communities.

**Bradway Jr, Thomas \***

Explore Enduring Issues and Crosscutting concepts in 10th-grade global history and earth science curricula across the African continent to highlight content connections, interdisciplinary learning opportunities and culturally responsive case studies and develop project-based learning units that integrate themes in global history and earth science.

**Brodkey, Maya \***

Study New Zealand's Maori language and cultural education model while investigating bi-cultural, place-based education in rural schools to incorporate findings into culturally relevant and place-based practices that are responsive to and supportive of Indigenous students.

**Brown, April \***

Attend the 'Get Your Teach On' national conference in Dallas to improve equitable instructional practice and better utilize research-based strategies in a co-taught classroom and school community.

**Brown, Kelli**

Complete linguistic and dance instruction at Carmen de Las Cuevas in Granada, Spain while also conducting research on the writings of Spanish poet Federico Garcia Lorca at his local museum to promote connection of language and diversity of culture within the school community.

**Brown, Jinafer**

Explore the mysterious megalithic stone structures in Western Europe, gather evidence from French forensic scientists and archeologists on the origins of the civilizations that built these structures and create an inquiry based unit to improve students' science literacy skills.

**Bruder, Lindsay \***

Participate in the Salmon Berry Dryland Dog Sledding Experience in Anchorage, Alaska, while connecting with the history of the state and its people, to implement the 21st Century Skills of collaboration, communication, creativity, and critical thinking, within units of study.

**Buquicchio, Marie**

Research Australia's ecosystems and indigenous animals and the impact of recent wildfires on both emphasize for students' our accountability to nature, responsibility for the well-being of species and role as advocates for those who cannot speak for themselves.

**Burke, Austin \***

Attend a math symposium with workshops in Oxford, England, followed by secondary school visits and sites tours of math related locations (such as Stonehenge) to pique student interest in math so they begin exploring math in areas that interest them.

*\*Denotes team application.*

**Burnette, Stacey \***

Attend Ron Clark Academy's professional development and start-up instruction in Atlanta to implement its unique house-based strategies focused on belonging, unity, motivation that also positions students as stakeholders in learning processes.

**Burns, Caren \***

Learn about Aboriginal peoples, Torres Strait Islander and Māori in Australia and New Zealand by observing their communities and schools and also experiencing museums, national parks and related sites to inform students' knowledge about this region poorly represented in American curriculum through a National Geographic Geo-Inquiry Process project.

**Campbell, Ryan**

Become immersed in the Spanish language, culture, literature, and history of the Spanish Civil War in order to enhance student-understanding of how fascism in Franco's Spain influenced the writings and lives of Federico Garcia Lorca, Pablo Neruda, and George Orwell.

**Carstensen, Jenifer \***

Experience refugee camps, schools, and community centers in Lebanon, Greece, and Italy to learn from migrant families and their advocates before partnering with educators across the US to engage English Learners in advocacy through their digital storytelling.

**Carter, Emilly \***

Document innovative sustainability efforts and explore various geological landscapes vastly different than those found in Ohio to create project-based learning around the question: How do we, as Ohioans, impact ecosystems all around the world?

**Cason, Cory \***

Follow Virginia Hall, Noor Inayat Khan and Josephine Baker through Europe, exploring the lives of ordinary women who became exceptional WWII spies despite rigid societal norms and great personal danger, to create a podcast and teaching materials that personify and model empathy, resilience, and a collaborative world view.

**Castaneda, Janice**

Observe and participate in environmental sustainability programs in Melbourne, Australia and Ubud, Indonesia to create purposeful activities that instill in the young child the present need to protect the environment and transform this awareness to actual stewardship.

**Castle, Katira \***

Visit UNESCO World Heritage Sites and national treasures in Ecuador to learn about the country's



culture, history, and environmental awareness, with the purpose of increasing the school's understanding of "Culturally and Linguistically Diverse" populations.

**Castro, Elizabeth \***

Observe and experience Norwegian culture and strategies for fostering a learner-centered classroom focused on a sense of academic choice, to support students' emotional and mental well-being and transforming the school culture.

**Caufield, Sarah**

Explore in the Canary Islands of Spain the native and unique Silbo (whistling) language used in the school system to promote culturally responsive practices and embrace the traditions and history of the student population.

**Cavanaugh, Judith**

Study the folk art of Maud Lewis, Maritime Art and en plein air (outdoor) watercolor painting in Nova Scotia and Prince Edward Island expand and enhance current Women's History Month and Mindfulness practices.

**Chavez, Christina**

Research the wartime account of Mexican-American Prisoner of War (POW) Anthony Acevedo and his role in the historical record of World War II and the Holocaust in Washington DC, Germany, and Poland, in order to meaningfully connect students to history and promote tolerance around antisemitism in K-12 high school English-History curriculum.

**Christensen, Ronald**

Research in Japan the connections between art, landscape design, religion, and meditation to help students develop social emotional learning through art projects based on sharing Japanese culture and mindfulness in their community.

**Cleveland, Savanna \***

Explore the biodiversity and ecosystems of the Florida Keys and the Everglades as environmental volunteers, alongside the Florida Wildlife Conservation patrol, underwater among the coral reef and at botanical gardens and national parks to authentically provide students with immersive instruction that encourages an interest in biodiversity and the understanding of how imperative it is to value nature.

**Cooney, Alanna \***

Observe current sustainability and green technology usage in Iceland through local guided tours and independent exploration for a cross disciplinary project on climate change mitigation in a local environment.

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**Cote, Christina \***

Conduct school visits and expert interviews while observing the history and culture in Minas Gerais and Rio de Janeiro to strengthen competencies with Brazilian norms and values and foster relationships with English Language Learners and families emigrating from these regions.

**Cote, Susan \***

Study with Diane Mandle, owner of Tibetan Bowl Sound School in San Diego to support preschool students' efforts to regulate emotions and experience social-emotional growth post-pandemic.

**Cotto, Malenys**

Study the Arabic language's influence on Latin in Italy during the Middle Ages and understand the development of Arabic-influenced Latin into the Spanish language before the Moors invaded Spain to create a semester-long research project for Spanish language students to track the continued influence of Arabic on modern Spanish language and culture.

**Cruess, Carla**

Experience the foundation of Hawaiian culture, including the Aloha Spirit law, to develop an integrated Literacy/Fine Arts/SEL Grade 5 unit that help students appreciate and care for the environment, self, and one another.

**Cruickshank, David**

Research the Japanese culture that has no widespread access to firearms and has built a \$2.6 billion flood protection system described as a modern marvel to build and teach a criminal justice and disaster management trade curriculum for the State of Connecticut Technical High School System; Criminal Justice and Protective Services.

**Dalton, Denise**

Explore the unique indigenous population and cultural impacts in Anchorage, Alaska and Vancouver, Canada to enhance cultural awareness, build pedagogy within Theory of Knowledge curriculum (specifically in the area of Knowledge and Indigenous Societies), and establish a partnership with two fellow IB schools.

**Daughtry, Tyler**

Document a visual storytelling journey through European World War II and Holocaust events/sites in six countries to facilitate students' knowledge of lesser known teens in this era and develop their self-expression and growth through personal visual storytelling projects.

**Davis, Walt**

Research the history and geography of key allied advances influenced by air power in northeast

France during WW to inform an Aviation History course for Air Force Junior Reserve Officer Training Corps cadets.

**de Alba, Sergio**

Research the cacao-growing regions in Indonesia and Australia to enhance a cacao unit that connects how our actions affect cacao farmers around the world, the implications of climate change on the cacao industry, and other dangers to the future of this industry.

**Decsy, Kinga \***

Attend the Creativity Workshop in Florence, Italy then participate in the Tuscan Fitness and Yoga Retreat to improve K-5 student mental health through the use of creativity and mindfulness in both writing and art with a secondary focus on teacher wellness during the pandemic.

**DelSesto, Jennifer \***

Attend a Writer's Workshop at Scotland's Creative Writing Center, Moniack Mhor, while observing history and culture are the area to create authentic writing opportunities for our students and lead similar writers retreats with students.

**Denbaum, Drew**

Observe in Kyoto why its high schools have some of the highest rankings in the world for student performance and happiness to incorporate these findings with Stamford students, 37% of whom registered a positive attitude about their education.

**Depew, Christine \***

Document in Norway, Sweden and Denmark green methods of transportation, sustainable energy, and eco-tourism to create a collaborative instructional plan that tasks students with analyzing information and advising elected officials on the best ways to use green transportation funds.

**DesRosier, Jeffrey**

Experience Catskills Irish Arts Week in Upstate New York before observing the music and arts in Ireland with a musical guide to model how music and culture are intertwined and impactful for a school community.

**Devagupta, Rama**

Attend The Morpho Institute Educator Academy in Iquitos, Peru to learn from professional scientists and the local indigenous community about the importance of biodiversity in the Amazon Rainforest, the impacts of deforestation, and how to mitigate climate change (United Nations Sustainable Development Goal 13).

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**Diamente, Nicole**

Document sites across the United Kingdom represented in units about Roman Britain taught in Latin to create a database of photos and design interdisciplinary lessons comparing life under colonial rule in ancient and modern times.

**DiGiacomo, Ann**

Participate in the Creativity Workshop in New York City, then implement new knowledge with a videography project in Jaco, Costa Rica, while also studying Spanish to enhance language instruction and provide inspiration for a school-wide collaborative community-building storytelling project.

**Dimitriou, Katherine \***

Plan and execute a study tour to Minas Gerais, Brazil, visiting schools, teachers, and sites known by students emigrating from there to build teachers' sociocultural competence, Portuguese language skills, and empathy for the experiences multilingual learners face.

**DiPaola, Mary**

Research in Bologna, Florence and Ravenna, Italy, the Reggio Emilia pedagogy, as well as the country's cultural history, to strengthen personal pedagogy and student understanding of the impact of Italian culture in music.

**Dircz, Grace**

Research Mayan civilization, Collectivism, and the Zapatistas across Mexico City, Oaxaca, and Chiapas, culminating in private lessons at the Meztli Spanish Language School in Tulum, to redesign learning around a cross-cultural perspective of Mexican history that champions indigenous advocacy from past to present.

**Dodds, Chelsea \***

Study the setting of Steinbeck's "Of Mice and Men" in central California to examine how culture, geography, and history impact the idea of community, within marginalized groups and humanity as a whole, to help students further build empathy in their communities within modern society.

**Donato, Paul \***

Experience the Peruvian heritage of students, culminating with a visit to Cusco and Machu Picchu, to broaden personal depth of knowledge of the Incan culture to improve instruction of these indigenous people.

**Donnelly, Josef**

Research sustainability and place-based education through the lens of Indigenous knowledge at

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schools and sites in Hawai'i and Micronesia to support socioemotional development, sustain culture and heritage and help students develop a strong and lasting bond with the environment.

**Donoghue, Kelly**

Interview in Dublin, Ireland school librarians working with disadvantaged youth through the "Demonstration Library Project" (an initiative by the Junior Certificate School Program) to learn protocols for targeting high risk students for intervention by specifically addressing literacy needs in collaboration with classroom teachers.

**Dougherty, Susan**

Attend NASA's LiftOff Alumni Teacher Development sponsored by NASA's Texas Space Grant Consortium and UT Austin at Johnson Space Center in Houston and then Cubes in Space Rocketopia at NASA's Goddard Space Flight Center in Washington DC to identify research competitions, scholarships, internships, and careers for special education and underserved students and also to launch students' experiments into space.

**Downing, Ashley**

Research lesser-known historic works of art that feature people of color in major European museums to create dynamic learning experiences for students that center their representation and empower them with the knowledge that people of color have an important place in art both past and present.

**Drain, Bridget \***

Attend the 'Get Your Teach On' national conference in Dallas to improve equitable instructional practice and better utilize research-based strategies in a co-taught classroom and school community.

**Drew, Andrea \***

Explore the colonial history and decolonial efforts in Ireland (such as teaching of indigenous language and reclaiming of place names) to create a comparative study that inspires IB History courses and Civics students to will produce their own ideas of how to further decolonize the areas of the United States and, specifically, Chicago.

**Dugger, Deji \***

Meet with experts in England and Amsterdam on the topics of well-being, trauma sensitive yoga, therapeutic horticulture, and art therapy to address the rise in student stress post-pandemic and help them better achieve mental and academic goals for success.

**Dunavin, Keely \***

Attend the Social Emotional Learning for Successful Schools conference in Dublin, Ireland to learn

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strategies for effectively promoting student autonomy, responsibility, and healthy interdependence in the classroom and school.

**Dunbar, Sarah**

Participate in the 30-day, expedition-based Rocky Mountain Outdoor Educator and Wilderness First Responder course through the National Outdoor Leadership School to enrich and expand a field studies program for first through eighth grade students.

**Dunn, Rosemary \***

Attend a film making, creativity, storytelling workshop in Corfu, Greece to learn how to create interesting and technically sufficient films with mobile phones and integrate these strategies into ESL and Library Media instruction to improve literacy, writing and technical skills critical for academic and career success.

**Dupke, Abby**

Join a Global Economic Education Alliance excursion experiencing the Peruvian culture, financial institutions, world heritage sites, and schools to increase students' global awareness as they go on to be productive citizens in a world with increased interconnectivity between people of different nations.

**Eaton, Justin \***

Study resistance movements in Denmark, Germany, the Netherlands and Poland during World War II to deepen understanding of individual and organized acts of resistance and focus student learning around the essential question: How do everyday people stand up against oppression?

**Ebert, Jennifore \***

Experience the origins of western mathematics in Greece by researching the connections between history, art, architecture, and mathematics to develop K-12 materials to be used in local classrooms and shared with teachers throughout the state and country.

**Ebert, David \***

Experience the origins of western mathematics in Greece by researching the connections between history, art, architecture, and mathematics to develop K-12 materials to be used in local classrooms and shared with teachers throughout the state and country.

**Ehlers, Rachel \***

Participate in the "Finnish Approach to Pupils' Wellbeing" seminar in Helsinki to document how that education system leverages students' strengths and replicate that positive classroom environment in the classroom.

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**Elliott, Noreen \***

Document in the Galapagos Islands, the Amazon, and Machu Picchu how people and cultures are impacted by their relationship with the environment and also how humans have negatively affected natural resources to rewrite a curriculum that supports the district's new "Land and Sea" motto and encourage students to take informed action that creates change both in the community and abroad.

**Erardi, Paula \***

Conduct interviews in Ecuador through the assistance of a local nonprofit organization and the StoryCorp app to diversify the district's secondary curriculum; establish connections in Latin America; and utilize technology to create a database of authentic stories to share with students, educators, and the greater community.

**Evans, Julian \***

Join an Earthwatch Expedition to Robben Island, South Africa, working alongside scientists monitoring seabirds and the island ecosystem, to take more of a project-based learning approach with a Ecosystems and Human Impact unit and incorporate hands-on and real-life issues affecting the school's shoreline community.

**Evans, Karen \***

Join an Earthwatch Expedition to Robben Island, South Africa, working alongside scientists monitoring seabirds and the island ecosystem, to take more of a project-based learning approach with a Ecosystems and Human Impact unit and incorporate hands-on and real-life issues affecting the school's shoreline community.

**Evans, Paula**

Learn about Alaska's Native Tribes culture, ecosystems and history through museums, historical parks and sites to increase personal knowledge of Next Generational Science Standards and design project/problem-based learning that introduces students to Claim Evidence Reasoning and science/engineering careers.

**Fahey, Caitlin \***

Conduct school visits and expert interviews while observing the history and culture in Minas Gerais and Rio de Janeiro to strengthen competencies with Brazilian norms and values and foster relationships with English Language Learners and families emigrating from these regions.

**Fenster, Robert**

Conduct video interviews of historians in the locations throughout the southern United States where enslaved people exhibited agency in their struggle against oppression to provide a much

needed perspective for students and a sense of place not achievable through reading primary or secondary source documents.

**Fernandez, Yolanda**

Participate in an online Breathe for Change (200-hr yoga, social-emotional learning, and mindfulness) teacher training followed by a week-long SEL course in Helsinki to improve my personal and students' resilience and social-emotional skills.

**Figueroe, Roberto \***

Attend the 2023 PBL World Conference in Napa Valley, CA, to improve pedagogy and create differentiated learning opportunities for marginalized youth in an alternative education program to mitigate the damaging effects of systemic racism.

**Floyd, Stephen**

Research locations in Iceland significantly impacted by Reformation events, acculturation, cultural ethnocide, and a recent rebirth of Old Norse paganism, culminating in a simulated pilgrimage into Valhalla, to re-imagine pedagogy of world religion curriculum strands.

**Forker, Shariann \***

Become immersed in the culture, history, and geography of Malawi to leverage students' learning in cross-curricular units around the topic of environmental justice rooted in the text "The Boy Who Harnessed the Wind."

**Foster, Kimberly**

Research gender identity and expression of the Kootenai, Blackfeet, Flathead, Pend d'Oreille and Salish Native American tribes in Northwest Montana to enhance students' understanding of diversity across cultures.

**Fox, Christopher**

Explore the culture and educational systems of three top-ranking innovative European countries (Netherlands, Germany, and France) to strengthen personal understanding of their advances, processes, and systems and adapt these attributes into a growing STEM curriculum.

**Fugle, Kathleen**

Meet with experts and experience best practices in "learning through play" in San Francisco, Denmark, and Boston to integrate play into STEAM and computer science instruction for K-5 students in Virginia using Project Zero's "Pedagogy of Play" participatory research model to promote student risk-taking, choice, and joy in learning.

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**Gabellieri, Megan \***

Conduct school visits and expert interviews while observing the history and culture in Minas Gerais and Rio de Janeiro to strengthen competencies with Brazilian norms and values and foster relationships with English Language Learners and families emigrating from these regions.

**Gallo, Diane**

Study important Spanish artists and their creative motivation across Spain to create multiple units based on artistic growth, voice, and inspiration to support students in creative engagement.

**Garland, Nikia**

Document historical sites related to "The Book Thief" and "My Forgiveness, My Justice" in Germany and Poland to expand student comprehension of significant events in world history and inspire them as social justice advocates and global citizens.

**Gazall, Emily \***

Research in France the lives of Black creatives during the Harlem Renaissance to meet more student management needs; obtain stories with a positive outlook for Black youth; and bringing scholars to France in 2024 in connection with a Harlem Renaissance unit.

**Gentry, Micah**

Explore in six Spanish cities the country's geography, food, cultures, and traditions to learn first hand the Spanish way of life and teach students to not associate an entire language with illegal immigration and negative stereotypes.

**Germano, Angela \***

Explore and film 360 videos of regional ecosystems represented in state and national parks of Ohio, Tennessee and West Virginia to expand students' awareness of the outdoor world and how they can enjoy and protect it -- starting with the school's natural environment -- through student designed projects.

**Geyer, Guinnevere**

Enroll in an English Language Developers Spanish immersion course in Roatan, Honduras while also learning about the second-largest barrier reef in the world and efforts being made to restore it to its natural state, to help all students find common ground and better support each other, particularly those of Hispanic descent.

**Gilley, Vanessa \***

Lead a group of students on an EcoTeach excursion across Costa Rica, experiencing the country's unique rainforest and ocean ecosystems, to become highly qualified lead teachers in the earth sciences for students in a school community suffering from high rates of absenteeism.

**Giori, Nicholas**

Experience the language and culture of Spain to improve linguistic proficiency and add cultural depth to Spanish language classes.

**Goitia Vazquez, Gabriela**

Research the history of Abrahamic religions in the Iberian region to better understand medieval Hispanic Literature, religious history, and contemporary diplomatic issues and inform AP Spanish Literature and Culture learning with exposure to texts depicting war and tensions between practitioners of Christianity, Islam, and Judaism.

**Gonzalez, Laura \***

Engage in in-depth language and cultural study of the Mam indigenous culture in Guatemala to better understand, serve and uplift the immigrant Mam students and their families at a K-8 dual immersion school.

**Good, Sherri**

Explore the vast network of Boston's American Colonial and American Revolutionary sites, including new governments and the rights of specific peoples to develop related learning not currently extant at the elementary level and bring to life a part of history that was the foundation of the freedoms that we enjoy today.

**Gordon, Michael**

Complete instrumental instruction in Delhi and Bangaluru, India, while sharing meals and stories with local residents, business owners, and fellow travelers, to teach the cultural and historical significance of Northern and Southern India to middle school general music theory students.

**Gordon, Katie**

Embark on a U.S. history road trip that explores the stories, contributions, and struggles of women along the East coast from Washington D.C. to the Suffrage Trail of upstate New York to seek out intersectionalities that will enhance the diversity of course content.

**Gorey, Kimberly**

Observe the application of the Māori philosophy Hauora in New Zealand communities to build a Physical Education program that supports the balance between physical, emotional, and social well-being in students emerging from a pandemic-filled lifestyle.

**Grantham, Raegan \***

Attend the Song Roots Summer Retreat in Gambier Island, British Columbia, focusing on diversity of singing style, genre, & origin (i.e., Yiddish song, jazz, bluegrass, Hindustani, African American sacred music & early European music) to expand representation for all students and their families.

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**Grate, Rhea**

Attend the American Association of Teachers of Spanish and Portuguese conference at the University of Salamanca to build on students' strength in writing and reading and improve their proficiency in speaking and listening.

**Greene, Lucia**

Participate in the International Institute for Restorative Practices' online course on restorative practices for educators, then focus on trauma-informed mindfulness and vagus nerve healing in Belize to inform schoolwide restorative practices for the betterment of students and teachers.

**Gross, Joy**

Embark on an immersive journey in Granada, Spain, studying Flamenco dance and the Spanish language at the Escuela Carmen de las Cuevas, to foster greater understanding of how culture can be learned through dance and deepen connections with the growing Spanish speaking population within the school community.

**Guajardo, Cynthia \***

Explore in Milan and Florence innovations in sustainable architecture and eco-fashion to shape design thinking instruction and inspire student STEAM projects for a student community showcase.

**Harbour, Jessica**

Document through Vietnam, Cambodia, and Thailand the importance of Southeast Asia's role in the global market system in the early modern period and also compile resources on Cambodian history to enhance current teaching on recovery from genocidal events.

**Hardy, Matty**

Attend the Sustainable Food Summit in Amsterdam, and afterwards tour, live and volunteer on rural Italian and French farms to learn about organic farming practices in cheese and grain production and provide innovative learning experiences for every student participating in the school's Green STEAM Club, regardless of their economic situations.

**Harrold, Bennett**

Develop subject specific knowledge and Mandarin language skills necessary to create and implement cross-curricular units of inquiry surrounding the sustainable living practices employed by Taiwan institutions and its people.

**Haznedar, Leyla \***

Explore in Istanbul, Turkey, the historical, religious, and cultural sites found in the text "My Name is Red" by Orhan Pamuk to create learning that challenges stereotypes of Islam and Middle Eastern culture and helps a diverse student body connect with stories reminiscent of their cultures.

*\*Denotes team application.*

**Helen, Sullivan**

Explore the geography and indigenous and colonial history of Costa Rica to expand a sixth-grade curriculum of Latin America and create a bilingual Universal Design for Learning project for students.

**Henry, Michelle**

Become immersed in Los Angeles' diverse Asian communities -- visiting museums, cultural attractions, and making connections with local Asian American scholars and professionals -- to inform the creation of a pilot course, Introduction of Asian American Studies.

**Herrera, Barbara \***

Volunteer teach English in Ecuadorian and Guatemalan communities while also becoming students in Spanish language classes to expand personal knowledge, respect and understanding of Latino students' native countries and better serve and connect with them and their families.

**Hibbert, Kelly**

Participate in an intensive pottery workshop at La Meridiana, the International School of Ceramics in Tuscany, and research the rich history, culture, and art of the Italian Renaissance, to develop new units and methods of instruction that enable students to express their individuality through clay.

**Hilliard, Rhashida**

Attend the 105th Annual American Association of Teachers of Spanish and Portuguese Conference in Salamanca, Spain and afterwards participate in the Summer Seminars Abroad for Spanish Teachers program in Panama City, Panama to increase knowledge of the various Spanish-speaking communities and introduce new perspectives and expressions to students through our lessons and activities.

**Hillis, Lauren \***

Experience Japan's language, culture and historical sites to strengthen relationships with the large percentage of English Language Learners emigrating from this country and raise awareness among these students' peers who know little about their heritage.

**Hockman, Kathy**

Research changes in biodiversity in the Amazon rainforest (Peru) to develop inquiry and place-based research opportunities for students to become engaged in environmental stewardship of our native ecosystems. To inspire students to understand local and global environmental issues and to consider higher education and careers in STEM.

**Holden, Joya**

Document strategies used by Grecian schools that successfully implemented programs that reduce food waste to establish a networks and subsequently foster a collaboration with students to design, create, and sustain composting on the school campus.

**Holtmann, Andrew**

Document Sikhs, Hindus, Buddhists, Jains, and Muslims on pilgrimage across India to build virtual reality field trips that expose students to diverse global perspectives in that develop competencies such as critical consciousness and cultural literacy.

**Hope, Kelly**

Embark on voyage that explores Egyptian and Ghanian culture, documents the contributions of Egyptians to civilization, and retraces the steps enslaved Africans took in Accra, Ghana and the Cape Coast to enrich student learning in thematic units.

**Huggins, Tracy**

Attend the 'Mindfulness and Education: Reflecting, Renewing, and Re-imagining in Bali' conference with Dr. Elizabeth Joy Erwin to incorporate new practices into the art classroom that encourage students to slow down, become more aware of themselves and their big feelings and process them through art.

**Ibarra, Faith**

Participate in the International Conference on Fine Arts, Design, and Architecture in Oslo, Norway; participate in a series of textile workshops in Lisbon, Portugal; and attend the Installation Art and Graphic Design conference in Prague, Czech Republic to guide students in the best way for each of us to make meaningful art.

**Iyer, Janell \***

Complete training at Sonora Yoga in Puerto Viejo, Costa Rica to learn strategies that incorporate mindfulness exercises, yoga, journaling, and art and dance as therapy in a location with access to culturally relevant experiences to become trauma informed teachers who better support English Learner students in crisis.

**Jancis, Karl \***

Research the colonial period in Panama and Costa Rica, with a focus on the element of geography as well as the movement of people as it relates to assimilation and adoption of cultures, to to mitigate the insular nature of the district and diversify a curriculum based in Western traditions.

**Jannetty, Julie \***

Experience the history, culture and educational methodologies of Ecuador's La Sierra region to

*\*Denotes team application.*

better understand the communities from which increasing numbers of ESL students emigrate and help them feel like an important part of their new community.

**Jaros, Jennifer**

Attend a Spanish Immersion and homestay program designed for educators in Cuernavaca, Mexico to increase personal knowledge of the Spanish language and Mexican culture and foster cultural understanding about this growing student population with trust and respect.

**Johnson, Lindsay**

Apprentice in Italy and Spain with contemporary artists Iria do Castelo and Esther Weber to learn paper-mache and felting techniques that expand students 3D construction skills and informs new sculpting units for middle school art students.

**Johnson, Leslie**

Attend the Instituto Cultural Oaxaca in Oaxaca, Mexico, to improve personal linguistics while learning more about Mexican culture to create a more engaging curriculum for students and transform the school community into a more inclusive environment for Hispanic students and their families.

**Jordan, Nakia \***

Research in France the lives of Black creatives during the Harlem Renaissance to meet more student management needs; obtain stories with a positive outlook for Black youth; and bringing scholars to France in 2024 in connection with a Harlem Renaissance unit.

**Jordan, Elyse**

Research the fashion industry in London, Paris, and Milan to learn ways of implementing analog and problem solving skills and collaboration while executing a ecologically and financially sustainable fashion lesson and making real world career connections.

**Keating, Natalie**

Attend the Young Adult Literature Convention in London to learn as much as I possibly can about the genre's authors, themes, and new titles from teachers all over the world to provide students more access to literature that interests them and gets them genuinely involved in the reading experience.

**Keel, Johnnie \***

Meet with experts in England and Amsterdam on the topics of well-being, trauma sensitive yoga, therapeutic horticulture, and art therapy to address the rise in student stress post-pandemic and help them better achieve mental and academic goals for success.

*\*Denotes team application.*

**Kemp, Paul \***

Attend the 2023 PBL World Conference in Napa Valley, CA, to improve pedagogy and create differentiated learning opportunities for marginalized youth in an alternative education program to mitigate the damaging effects of systemic racism.

**Kepple, Jocelyn \***

Document in the Galapagos Islands, the Amazon, and Machu Picchu how people and cultures are impacted by their relationship with the environment and also how humans have negatively affected natural resources to rewrite a curriculum that supports the district's new "Land and Sea" motto and encourage students to take informed action that creates change both in the community and abroad.

**Kimball, Kristy**

Document continental landforms, plant and animal habitats, cultures and histories of the American Southwest across seven states to provide authentic background knowledge for students through an integrated science, social studies and literacy curriculum.

**Kimmel, Jammie \***

Explore cultural landmarks along the historical Fairy Tale Road in Austria, France, Germany and Italy to ignite students' interest in the music and literature of the Classical Period and combat COVID learning loss, specifically in reading.

**Kirk, Adrienne**

Attend Sogang University's summer language and cultural immersion course for development of Korean Language skills in Seoul to better support Korean and Korean American students in the school community.

**Klimas, Diana**

Join Ecology Project International's field research and conservation efforts in the Galapagos Islands to model learning using the Next Generation Science Standards and the 5E model of instruction and create PBL lessons for biology students at Boston's only vocational technical school.

**Klocke-Salminen, Kari \***

Attend art making classes at The Accademia de Giglio in Florence, Italy to learn techniques for re-generating creative thinking and expose students to the parallels that can exist between Renaissance, racially diverse and contemporary artists.

**Konrad, Robin**

Participate in the Florence Academy of Art's Portrait Techniques and Traditions class to hone

personal skills that will support the creative development and social emotional health of emerging artists through their depiction of humans as distinct individuals.

**Koziatek, John**

Collect and analyze ice core samples alongside scientists in Antarctica to help broaden personal knowledge of the human-created effects of carbon emissions and create a hands-on “Energy and the Environment” course for a new International Baccalaureate curriculum.

**Kropiwnicki, Val \***

Study the connections between art, design, upcycling/recycling, ecology, culture, and commerce on the Scandinavian peninsula to develop an understanding of the ideology that fosters an aesthetic/ecology connection and inform student understanding of the importance of reducing waste when creating art.

**Kropiwnicki, Delia \***

Study the connections between art, design, upcycling/recycling, ecology, culture, and commerce on the Scandinavian peninsula to develop an understanding of the ideology that fosters an aesthetic/ecology connection and inform student understanding of the importance of reducing waste when creating art.

**Lambiro, Shenel \***

Explore in Istanbul, Turkey, the historical, religious, and cultural sites found in the text “My Name is Red” by Orhan Pamuk to create learning that challenges stereotypes of Islam and Middle Eastern culture and helps a diverse student body connect with stories reminiscent of their cultures.

**Lancaster, Jonathan**

Research how the Philippines presents the Philippine–American War in historical memory, understanding, and commemoration to promote U.S. students’ perspective-taking, contextualization, and global empathy.

**Lang, Christine \***

Complete the Europass Teacher Academy’s seminars on addressing student trauma in Budapest, Hungary. and inclusive discussion, critical thinking and collaboration in Split, Croatia, to develop skills to share with teachers and students coming out of the pandemic years of teaching.

**Lapsis, Amy \***

Research the sustainability practices within Hawaii’s education programs by working with schools and organizations that exemplify the Hawaiian phrase “Mālama ‘Aina,” which means to care for and honor the land, to help students connect with their environment from an early age and comprehend how big of an impact they can have on the world.

*\*Denotes team application.*



**Lapsis, Christopher \***

Research the sustainability practices within Hawaii's education programs by working with schools and organizations that exemplify the Hawaiian phrase "Mālama 'Aina," which means to care for and honor the land, to help students connect with their environment from an early age and comprehend how big of an impact they can have on the world.

**Larson, Susan**

Conduct an independent tour of Athens, Greece, to inform the creation of the district's new social studies curriculum that brings history alive for students so they can see how ancient civilizations impact on our modern world.

**Lau, Joanna \***

Study resistance movements in Denmark, Germany, the Netherlands and Poland during World War II to deepen understanding of individual and organized acts of resistance and focus student learning around the essential question: How do everyday people stand up against oppression?

**Lauer, Jamie**

Work alongside researchers at the land based coral reef and sea urchin nursery at La Parguera in Puerto Rico to create STEM design projects that show students the importance of failure, uncertainty and perseverance.

**Lawrentz, Leigh Ann \***

Visit UNESCO World Heritage Sites and national treasures in Ecuador to learn about the country's culture, history, and environmental awareness, with the purpose of increasing the school's understanding of "Culturally and Linguistically Diverse" populations.

**Lawson, Kristina \***

Complete training at Sonora Yoga in Puerto Viejo, Costa Rica to learn strategies that incorporate mindfulness exercises, yoga, journaling, and art and dance as therapy in a location with access to culturally relevant experiences to become trauma informed teachers who better support English Learner students in crisis.

**Lebow, Courtney \***

Become Artists in Residence at Haleakala National Park in Hawaii through the National Parks Art Foundation to create a final piece informed by the environment that models for students the creative process of critical thinking and art making.

**Lecaros, Doree \***

Experience the history, culture and educational methodologies of Ecuador's La Sierra region to

better understand the communities from which increasing numbers of ESL students emigrate and help them feel like an important part of their new community.

**Lee, Alysia**

Participate in the 2023 Project-Based Learning Conference and Oxford Summer Writing School Session in Napa Valley, CA, to deepen understanding of the creative writing process and equip students with best practices that produce strong storytelling outcomes.

**Leone, Heidi \***

Become immersed in the landscapes, histories and cultures associated with ancient Greece to revise pedagogy that inspires authentic projects in new English Language and Social Studies curricula.

**Letter, Kristie \***

Explore in Milan and Florence innovations in sustainable architecture and eco-fashion to shape design thinking instruction and inspire student STEAM projects for a student community showcase.

**Lewis, Angela \***

Experience with field experts and fellow educators across Greece and Italy the impact of ancient civilizations on Government, Religion, Economics, Art, and Technology (GREAT) to create authentic learning experiences that empower students to think critically about Greek and Roman influences their modern society.

**Liu, Debra**

Explore the regions of Portugal associated with some of the world's most influential explorers to foster and promote inquiry among 6-8 grade social studies students around the essential question: "Why do people move?"

**Liu, Bing**

Participate in a Japanese language and culture immersion program in Tokyo, Japan, to hone language skills and provide a greater understanding of Japanese culture for a new introductory high school course in Japanese.

**Logue, Kelli**

Become immersed in New England's natural and historical places and spaces representing America's history and literature from 1692-1917 to inform multiple curriculum and two schoolwide writing contests on the influence of nature, religion and women during this time period.

**Lombardo, Jeffrey**

Trek and write across Italy and Switzerland (as did a number great American writers who pioneered American Transcendentalism) to experiment with John Creger's "The Creed Project" writing process

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and help ELA students connect with some of the great American philosophers and writers of our country while discovering themselves.

**Lorenz, Heather \***

Participate in Spanish language immersion while journeying through the natural, historical, and cultural sites of Latin America to strengthen linguistic fluency and awareness of colonialism and social inequalities as a model for student inquiry and agency in developing solutions to civic issues.

**Lowell, Lynn \***

Join an Ecology Project International experience in Ecuador to participate in research/conservation projects while honing science/engineering practices to inspire students own exploration of the natural world using the 5E Instructional Model.

**Lutz, Robert**

Explore four Italian cities in order to understand their historical and cultural influences on multiple Shakespearean dramas to inspire students to produce more authentic and complex narratives that develop a sense of global significance by making more insightful connections with characters.

**Lyn, Lori**

Explore the world of Laura Ingalls Wilder as author, gardener, and farmer in Wisconsin, Minnesota, South Dakota, Iowa, and Kansas to inspire students' reading of historical fiction and influence organic gardening projects within the school community.

**Magoun, Kristen \***

Attend a Writer's Workshop at Scotland's Creative Writing Center, Moniack Mhor, while observing history and culture are the area to create authentic writing opportunities for our students and lead similar writers retreats with students.

**Maier, Kristen**

Conduct field research alongside scientists in Zambia's South Luangwa National Park in Zambia to inform learning about how fossils are connected with living animals and create the foundation of a scientific inquiry project of their choosing that is connected with their community.

**Malicki, Lauren**

Bicycle through Denmark to experience places related to the rescue of Jews by the Danish Resistance to help students put a human face on history and learn that individuals who take an ethical stand can make a critical difference.

**Mankel, Robin**

Embark on an immersive Spanish language learning experience and climate change research

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expedition in the ecosystems of Costa Rica to improve the relevance and bilingual authenticity of the math curriculum and develop interdisciplinary projects at our bilingual and expeditionary learning school.

**Mann, Cheri**

Volunteer at La Casa del Migrante, a migrant shelter, and visit immigrant students' families and schools in Tocoa, Honduras, and Jutiapa, Guatemala, to develop a deeper appreciation for their cultures and the journeys they endured to emigrate and assist the district and community in developing ways to welcome and support them.

**Manning, Katie**

Meet with art education departments in some of Europe's top opera venues in Austria, France, Germany and Italy, as well as nearby schools, to deepen a collaboration with the Boston Lyric Opera and create artistic spaces where students create pieces of art to perform in their classes, school, and the community.

**Manning, Michele**

Teach in Tanzanian schools with International Volunteer HQ to develop library programs through the "Read Around the World" initiative that cultivate global awareness and celebrate cultural differences.

**Marcum, Krista \***

Join an Ecology Project International experience in Ecuador to participate in research/conservation projects while honing science/engineering practices to inspire students own exploration of the natural world using the 5E Instructional Model.

**Mariano, Christine**

Observe mindfulness practices and world religions in Singapore and Malaysia, then attend the DISES international conference "Envision the Future: An Inclusive Society For All" in Bangalore, India to better prepare students with emotional difficulties to encounter real-world challenges.

**Mask, Reilly \***

Attend the 2023 PBL World Conference in Napa Valley, CA, to improve pedagogy and create differentiated learning opportunities for marginalized youth in an alternative education program to mitigate the damaging effects of systemic racism.

**Massey, Beth \***

Experience Japan's language, culture and historical sites to strengthen relationships with the large percentage of English Language Learners emigrating from this country and raise awareness among these students' peers who know little about their heritage.

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**Matias Leal, Sylvia**

Attend the Jordi Bordas' Introductory Course to Recipe Formulation in Barcelona, then research personal ancestry through a culinary lens in Portugal to bring science, culture, and history to the forefront of a cooking curriculum.

**McCann, Peter \***

Research places that represent the origins of democracy (Greece) and those where civil war tore democracies apart (Spain), to contextualize, engage, and empower students as active participants in democracy, with an emphasis on "arming" them with tools to enact social change.

**McCarney, Katherine**

Explore the Hawaiian Islands' historical and cultural traditions of mo'olelo (storytelling) and hula to increase students' curiosity, cultural awareness, and appreciation of diversity and empower all students to grow in the areas of oral language and self-expression.

**McCarthy, Bridget**

Attend the BeFitTreat convention in Phuket, Thailand to expand a current BrainGym elementary program and embed kinesthetic learning into kindergarten centers that impact social emotional learning, academic mindset, and collaboration skills.

**McCarthy, Katelyn**

Collaborate with Earthwatch scientists "Mapping Biodiversity in Cuba" in the Lomas de Banao Ecological Reserve to engage students in citizen science projects supporting conservation efforts related to local reforestation and bird monitoring.

**McCarthy, Ronda**

Document locations across Australia that experienced historic flooding in 2022 and also lay the groundwork for Iowa students to collaborate with peers from classrooms there to ideate solutions to climate crises issues and foster a problem solving mindset in younger generations.

**McCormick, Amy**

Experience Italian Renaissance art making and ancient craft techniques through hands-on studio workshops with Italian artisans and artists in Florence, Rome and Venice to present culturally significant, three-dimensional art in the classroom.

**McCreary, Randi \***

Create in St. Croix, Virgin Islands, an instructional model of a media-based poetry that emphasizes contextual analysis using the literature of Audre Lorde's body of work tied to the Caribbean to emphasize for International Baccalaureate students the relationship between cultural, physical and historical context.

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**McDowell, Jessica \***

Create in St. Croix, Virgin Islands, an instructional model of a media-based poetry that emphasizes contextual analysis using the literature of Audre Lorde's body of work tied to the Caribbean to emphasize for International Baccalaureate students the relationship between cultural, physical and historical context.

**McEvoy, Richard \***

Attend the Social Emotional Learning for Successful Schools conference in Dublin, Ireland to learn strategies for effectively promoting student autonomy, responsibility, and healthy interdependence in the classroom and school.

**McHugh, Heather**

Interact with ancient Etruscan and Roman frescos across Italy and learn Renaissance artisans' methods of the production through a hands-on workshop to produce a first-hand narrative with examples that inspire students to amplify their voices through the creation of illustrated fresco works.

**McIvor, Collin \***

Survey the geography, religion, and history of Japan to increase personal knowledge of the country's cultural customs and compelling history to create new interdisciplinary projects for students and colleagues.

**McKenna, Jill**

Participate in the Write Away Writing Retreat in Plovdiv, Bulgaria and apply skills learned to enhance students' stamina, resilience, and enjoyment of the creative writing and personal narrative writing process.

**McKinley, Grace \***

Observe current sustainability and green technology usage in Iceland through local guided tours and independent exploration for a cross disciplinary project on climate change mitigation in a local environment.

**McMillan, Samantha**

Observe educational systems in Australia, New Zealand and Fiji that center on building community to foster an increased awareness and value for indigenous knowledge and emphasize student emotional well-being with the collaboration of K-12 educators and administrators in urban and rural locations.

**Meyers, Sarah \***

Complete a yoga/mindfulness retreat in Iceland's Golden Circle to learn strategies for supporting

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students so that they can develop emotional regulation skills that will empower them to thrive socially, emotionally, and academically -- both in school and beyond the walls of the classroom.

**Mikan, Jameth**

Explore the pilgrimage Le Chemin de Saint-Jacques along the Tours route in France to create content that supports students' development of a second language, cultural competence, and a geography base through bimodal reading and listening activities using podcasting and 360° photography technology.

**Miller, David**

Attend national conferences produced by the Association for Popular Music Education and MusicWill to provide me with the tools and connections needed to continue innovating and modernizing music education across the school district and community.

**Miller, Olivia \***

Create across Guatemala a picture dictionary that supports a new multimedia database for educators that incorporates culturally relevant visuals to ease the transition of indigenous students emigrating from Central America into the K-12 educational system.

**Miller, Sabrina**

Measure in Ordino, Andorra, the impact of climate change on fragile alpine environments through the "Wildlife in the Changing Andorran Pyrenees" Earthwatch expedition, then conduct school visits and collect bird species data in Seville, Spain to develop more robust ecology research experiences for students that addresses the intersectionality of climate science, ecology, and evolution.

**Mistretta, Dawn \***

Attend the Creativity Workshop in Florence, Italy then participate in the Tuscan Fitness and Yoga Retreat to improve K-5 student mental health through the use of creativity and mindfulness in both writing and art with a secondary focus on teacher wellness during the pandemic.

**Mitchell, Christine**

Experience Bhutan, a country of negative carbon footprint and a Gross National Happiness index, to apply its culture, arts and activities with students to develop a greater sense of communal compassion through deeper thinking, reflection and planful action.

**Morgan, Emily \***

Attend Ron Clark Academy's professional development and start-up instruction in Atlanta to implement its unique house-based strategies focused on belonging, unity, motivation that also positions students as stakeholders in learning processes.

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**Moritz, Marissa \***

Become immersed in the Roma community of Seville, Spain, with the specific intention of learning about Flamenco and its multiple modalities of expression, to create a cohesive arts education experience for middle school students that is integrated into an International Baccalaureate units on Music Along the Silk Road and Dances of the World.

**Moseley, Nancy**

Participate in The Art of Islamic Patterns at the 17th century Tekke Design Center in Istanbul, Turkey before embarking on an independent tour of the country to learn about Turkish and Islamic art forms and expand student learning about art produced in Southeastern Europe/Western Asia.

**Motz, Andi \***

Participate in the "Finnish Approach to Pupils' Wellbeing" seminar in Helsinki to document how that education system leverages students' strengths and replicate that positive classroom environment in the classroom.

**Mullins, William**

Document at Buddhist temples throughout Japan the ways in which monks and nuns incorporate music, rituals and mindfulness in their daily lives to bring a sense of calm and mindfulness to the music classroom for students struggling with stress management post-pandemic.

**Munoz, DeAnna \***

Become immersed in the culture, history, and geography of Malawi to leverage students' learning in cross-curricular units around the topic of environmental justice rooted in the text "The Boy Who Harnessed the Wind."

**Myers, Anna**

Research across Southern Africa examples of community-engaged projects involving social and environmental justice to inform a year-long unit for at-risk students validates the importance of their role as informed, empathic and empowered changemakers.

**Myler, Thomas**

Participate in an intensive Spanish Immersion program in Cuernavaca, Mexico, followed by independent travel applying new linguistic skills in Mexico City, to better communicate, teach and connect with Spanish speaking students and their families -- the fastest growing segment of the school district's population.

**Naughton, Lisa**

Complete a language immersion and community volunteer program in Costa Rica through Common



Ground International Language Services to build practical experience with the language and culture that gives students added support to meet their language learning needs.

**Nichols, Carolyn**

Participate in the Earthwatch expedition "Conserving Wild Bees and Other Pollinators of Costa Rica" to learn hands-on research protocols and expand a current biology animal behavior unit to include scientific strategies for studying insect and honeybee behavior.

**Noonan, Christine**

Attend a week-long intensive writing retreat in Donegal, Ireland through The Center for the Imagination to experience Irish culture, collaborate with other writers, and enhance personal creative writing skills in order to develop innovative and enriching teaching strategies to implement in a Language Arts curriculum.

**Nunn, Laura**

Study the elves and fairies said to inhabit and protect the subarctic's natural landforms by attending the Reykjavik Elf School, then walking sacred sites with scientists and tellers, to build a cross-curricular unit on what value stories have and how nature impacts the stories we tell.

**O'Briant, Jacqueline**

Follow in the footsteps of Holocaust memoirists Levi, Wiesel, Frankl, and Frank through five European countries to gain cultural and historical perspective and strengthen units centered on these writers by making learning more tangible and accessible to students.

**OBrien, Erica**

Study in Denmark and Sweden the New Nordic cuisine, a food movement focused on locally-sourced ingredients, plant-forward diets, and sustainable practices, to learn basic preservation techniques used to reduce food waste; understand foraging methods used for harvesting organic, seasonal ingredients; and develop a new, exciting repertoire of sustainable recipes for Culinary Arts students.

**Ohlstrom, Taylor**

Join an educators exploration of Moroccan history and culture to document how geometric patterns are woven into culture and create entry points for all students to engage in the material and realize math is more than memorization.

**Olt, Christine \***

Conduct interviews in Ecuador through the assistance of a local nonprofit organization and the StoryCorp app to diversify the district's secondary curriculum; establish connections in Latin

*\*Denotes team application.*

America; and utilize technology to create a database of authentic stories to share with students, educators, and the greater community.

**Paige, Alyson**

Discover how to unite science content and mental health wellness in Nepal, which exudes both science inquisition and the nature of mental health through practice of Vipassana meditation, while collecting data of acclimatization and human impact in the region to implement in student-created inquiry projects.

**Painter, Ashley**

Embark on a road-trip through the United States, paying special attention to areas with historical importance to the Civil Rights Movement, Native American history and music history, to construct a “20th Century Through Music” course, improve the existing Native American Studies curriculum, and create an Ethnic Studies survey course.

**Palese, Philip \***

Attend UnboundEd’s Standards Institute in Denver, Colorado to learn the GLEAM framework (Grade-level, engaging, affirming and meaningful) for mathematics instruction and increase student self-identification as mathematicians.

**Palumbo, Jill \***

Become Artists in Residence at Haleakala National Park in Hawaii through the National Parks Art Foundation to create a final piece informed by the environment that models for students the creative process of critical thinking and art making.

**Papagayo, Gilbert**

Research in the Dzanga-Sangha region of the Central African Republic how species conservation is prioritized in a country still very much embroiled in civil conflict to subsequently share this insight and data with students who work hard and ace exams, but sometimes lack an ability to see the bigger picture and connect learning with the larger world around them.

**Parks, Christina**

Conduct an independent tour of WWII Jewish ghettos and death camps in Poland while also connecting with experts in the field to expand personal knowledge of the Holocaust and help students promote the protection of all human rights.

**Parson, Renee \***

Follow Virginia Hall, Noor Inayat Khan and Josephine Baker through Europe, exploring the lives of ordinary women who became exceptional WWII spies despite rigid societal norms and great

*\*Denotes team application.*

personal danger, to create a podcast and teaching materials that personify and model empathy, resilience, and a collaborative world view.

**Pasquinelli, Patrick \***

Experience memorial sites associated with the Rwandan genocide to identify pertinent and applicable learning experiences that help students extend their knowledge of the world outside of their Native American reservation, as well as knowledge about generational trauma, poverty, and displacement that extends beyond this community.

**Pasquinelli, Heather \***

Experience memorial sites associated with the Rwandan genocide to identify pertinent and applicable learning experiences that help students extend their knowledge of the world outside of their Native American reservation, as well as knowledge about generational trauma, poverty, and displacement that extends beyond this community.

**Patterson, Keisha**

Complete a Spanish Training Program in Cadiz, Spain followed by a brief cultural excursion to Morocco to enhance Spanish language teaching strategies to explore the impact of the Moors from Northern Africa and their influence over the culture, literature, and architecture of early Spain, specifically the region of Andalucia.

**Paul, Sarah \***

Document innovative sustainability efforts and explore various geological landscapes vastly different than those found in Ohio to create project-based learning around the question: How do we, as Ohioans, impact ecosystems all around the world?

**Peddle, Kimberly**

Learn in the Galapagos Islands successful methods of studying, preserving, and protecting diverse ecosystems from invasive species to apply these concepts in the community in cooperation with local, state, and national scientists.

**Pellegrino, Nicole \***

Document 20th century resistors to fascism in Germany and Italy to teach middle school social studies students, including those in special education, how to recognize and resist extremist movements.

**Perez, Stephen**

Experience the Kodokan International Judo Center in Tokyo, Japan where Judo originated to study the martial art and learn how to implement Judo for physical education to support students' physical and mental wellbeing.

*\*Denotes team application.*

**Perez, Brianne \***

Participate in Spanish language immersion while journeying through the natural, historical, and cultural sites of Latin America to strengthen linguistic fluency and awareness of colonialism and social inequalities as a model for student inquiry and agency in developing solutions to civic issues.

**Perschmann, Kimberley \***

Embark on a cross-country experience to five geographical regions of literary and historical significance to better understand of the social, economic, and political influences that impact American writers, with an eye toward curating historical and literary resources for students to engage with before they read a text.

**Peters, Olivia \***

Participate in the Salmon Berry Dryland Dog Sledding Experience in Anchorage, Alaska, while connecting with the history of the state and its people, to implement the 21st Century Skills of collaboration, communication, creativity, and critical thinking, within units of study.

**Phillips, Bryan \***

Explore the coast of Maine to Acadia National Park through immersion in nature therapy opportunities to promote social-emotional awareness through the lens of persons with the Highly Sensitive Personality traits and create a space in which the school community can experience increased mindfulness.

**Phillips, Victoria \***

Explore the coast of Maine to Acadia National Park through immersion in nature therapy opportunities to promote social-emotional awareness through the lens of persons with the Highly Sensitive Personality traits and create a space in which the school community can experience increased mindfulness.

**Pinckney, Daneé**

Research the ancestry of Black America through Benin, Ghana and the Togolese Republic to produce an expansion of the depth of knowledge of Western Africa that also strives to dismantle discriminatory perspectives that will deepen student connections to literature, art, culture, and self-identity.

**Pinelli-Beebe, Vita**

Attend the Quality Teaching for English Learners' Summer Institute for teachers and education leaders in Oahu, Hawaii to engage in professional learning opportunities focused on the development of educator expertise to engage English Learners and all other students in deep, transferable learning.

*\*Denotes team application.*

**Pinney, Abigail**

Absorb the siren songs, rich history, folklore, and tradition residing in Scotland and Ireland through festivals, traditional music, and rubbing knees with the greats in order to expose and encourage students to share their own stories, increase engagement and ownership in their learning and help them to create magic utilizing their own voices.

**Pinto, Holly \***

Earn a therapeutic horticulture certificate through the University of North Carolina and volunteer at Kevin Heinze Grow therapeutic garden center in Melbourne, Australia to learn the principles of horticulture as a therapeutic tool and support the social-emotional and language needs of students with autism spectrum disorder.

**Plemons, Kristi \***

Research in Scotland and the United Kingdom historical sites and archives related to Welsh and Scottish coal miners who immigrated to the school's region in the 1800s to document the local influence of the Populist Movement and create learning around the changing role of industry in Alabama.

**Polemeni, Rebekah \***

Document in England and Italy the impact pandemics have historically had on their societies to strengthen student understanding of disease and inform their creation of an educational poster campaign about Covid19 and a simultaneous fundraiser for the Pandemics Sciences Institute.

**Polemeni, Robert \***

Document in England and Italy the impact pandemics have historically had on their societies to strengthen student understanding of disease and inform their creation of an educational poster campaign about Covid19 and a simultaneous fundraiser for the Pandemics Sciences Institute.

**Pope, Laura \***

Explore cultural landmarks along the historical Fairy Tale Road in Austria, France, Germany and Italy to ignite students' interest in the music and literature of the Classical Period and combat COVID learning loss, specifically in reading.

**Popelka, Michael \***

Explore areas of cultural and artistic importance in urban and rural areas of Tunisia and in central Istanbul, Turkey to gain first-hand experience with the history and cultural norms of different Islamic nations and improve asset-focused instruction by forming a deeper understanding of how Islamic culture shapes the way students interact with the world.

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**Price, David**

Deepen personal knowledge of Islamic pattern and geometric design in Bursa, Turkey, by participating in an intensive workshop for teachers and artists at the Istanbul Design Center, then further explore the city to integrate this artistic practice and experience into math teaching.

**Priest, Erica \***

Visit UNESCO World Heritage Sites and national treasures in Ecuador to learn about the country's culture, history, and environmental awareness, with the purpose of increasing the school's understanding of "Culturally and Linguistically Diverse" populations.

**Prince, Elizabeth \***

Earn a therapeutic horticulture certificate through the University of North Carolina and volunteer at Kevin Heinze Grow therapeutic garden center in Melbourne, Australia to learn the principles of horticulture as a therapeutic tool and support the social-emotional and language needs of students with autism spectrum disorder.

**Prior-Grosch, Ariadne \***

Explore Enduring Issues and Crosscutting concepts in 10th-grade global history and earth science curricula across the African continent to highlight content connections, interdisciplinary learning opportunities and culturally responsive case studies and develop project-based learning units that integrate themes in global history and earth science.

**Pruitt, Whitney \***

Research in Scotland and the United Kingdom historical sites and archives related to Welsh and Scottish coal miners who immigrated to the school's region in the 1800s to document the local influence of the Populist Movement and create learning around the changing role of industry in Alabama.

**Racco, Rosa \***

Become immersed in the landscapes, histories and cultures associated with ancient Greece to revise pedagogy that inspires authentic projects in new English Language and Social Studies curricula.

**Rajska, Sylvia**

Explore the three major ecosystems of the Galapagos Islands with fellow educators, collaborating to create a science unit on ecosystems and sustainability for elementary students.

**Ramahi, Jasmine \***

Create across Guatemala a picture dictionary that supports a new multimedia database for educators that incorporates culturally relevant visuals to ease the transition of indigenous students emigrating from Central America into the K-12 educational system.

**Rancel, Mariel**

Document in Morocco changes in adherence to the Mediterranean diet in urban centers through photographs and interviews with locals to inform case studies for Anatomy and Physiology students on nutrition transition in a unit on the digestive system, global health, and nutrition.

**Reilly, Jennifer**

Join an Earthwatch expedition to search for living animals, bones, and fossils in Zambia's Luangwa River Valley to support researchers and conservationists working to protect the local animal populations and use collected data for authentic, hands-on excavation-style labs that more closely mimic true field work.

**Reininger, Evan**

Explore the Scandinavian Triangle (Copenhagen, Stockholm, and Oslo) and investigate what makes this region a world leader in sustainability to engage students in environmental advocacy and motivate them to explore new tactics for a sustainable future.

**Renken, Sandra**

Attend the Echoes & Reflections Advanced Holocaust Seminar at Yad Vashem in Jerusalem to develop an interdisciplinary Holocaust & Genocide course which uses inquiry learning and makes connections to our world today.

**Richards, Karly \***

Study with Diane Mandle, owner of Tibetan Bowl Sound School in San Diego to support preschool students' efforts to regulate emotions and experience social-emotional growth post-pandemic.

**Riddick, Lesley \***

Participate in yoga/mindfulness and meditation workshops with the Bangkok Shambhala Meditation, then travel to a special needs school in the Phato village to learn how they bring these practices to life, to incorporate similar techniques with students experiencing negative thoughts and anxiety post-pandemic.

**Rizzi, Nicholas**

Visit two world renowned mental health institutions and various museums in London and Paris, while also interviewing leading scientists on the topic, to create Inquiry Based Lessons that will improve students' reading and writing skills and empower them with the appropriate support they need; both academically and emotionally.

**Robert, Christopher \***

Explore areas of cultural and artistic importance in urban and rural areas of Tunisia and in central Istanbul, Turkey to gain first-hand experience with the history and cultural norms of different

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Islamic nations and improve asset-focused instruction by forming a deeper understanding of how Islamic culture shapes the way students interact with the world.

**Robinson, Sadie \***

Embark on a cross-country experience to five geographical regions of literary and historical significance to better understand of the social, economic, and political influences that impact American writers, with an eye toward curating historical and literary resources for students to engage with before they read a text.

**Robinson, Julie Ann \***

Undertake a linguistic and cultural immersion experience in Belo Horizonte and Rio de Janeiro, Brazil, to expand a Teachers of Speakers of Other Languages curriculum for elementary students to include culturally-relevant forms of music /movement/the arts and more effectively reach students emigrating from Brazil and Portugal.

**Rocheleau, Tanya**

Access personal creative artistry through an intensive summer program at the Paris College of Art in Paris, France, to develop lessons that educe students' inner artist and showcase their abilities to produce art to which they have a profound personal connection that also supports core subjects.

**Rockholz, Phoebe**

Navigate Alaska's glaciers, rivers and lands of Native Tribes to identify places where geoscience data is collected and connected to other Earth systems and enhance a unit on global climate change that's aligned to the Next Generation Science Standards recently adopted by the school.

**Romash, Rebecca**

Complete intensive Spanish language classes in Oaxaca, Mexico while learning about the region's LGBTQ+ history to inform an English Humanities curriculum and enrich activities for members of the Gender & Sexuality Alliance at a dual-language high school.

**Rosario, Lisandra \***

Undertake a linguistic and cultural immersion experience in Belo Horizonte and Rio de Janeiro, Brazil, to expand a Teachers of Speakers of Other Languages curriculum for elementary students to include culturally-relevant forms of music/movement/the arts and more effectively reach students emigrating from Brazil and Portugal.

**Roscoe, Jennifer**

Work with Earthwatch scientists working to preserve the rhinos of Southern Africa, then attend in Cape Town the International Joint Conference on Artificial Intelligence conference with a special



emphasis on social good, to inspire students' Coding for Good Project concept that is near and dear to their values.

**Rose-Hayes, Alexia \***

Survey the geography, religion, and history of Japan to increase personal knowledge of the country's cultural customs and compelling history to create new interdisciplinary projects for students and colleagues.

**Roth, Sarah**

Experience the national parks and wildlife of the Pacific Northwest to observe and record video of adaptations various organisms of different ecosystems have made to help elementary students better meet science standards in a real, authentic and meaningful way.

**Rourke, Avery**

Complete Spanish and Portuguese language classes in Barcelona and Lisbon to improve personal fluency and facilitate that of students' while also teaching about acceptance of different cultures and facilitating a greater sense of family and community in the classroom.

**Royce, Bridget \***

Explore and film 360 videos of regional ecosystems represented in state and national parks of Ohio, Tennessee and West Virginia to expand students' awareness of the outdoor world and how they can enjoy and protect it -- starting with the school's natural environment -- through student designed projects.

**Sabir, Kasib \***

Attend the 2023 PBL World Conference in Napa Valley, CA, to improve pedagogy and create differentiated learning opportunities for marginalized youth in an alternative education program to mitigate the damaging effects of systemic racism.

**Sadr-Kiani, Aida**

Attend the Somatic Experience International Professional Training program in Boston to learn tangible skills that can be immediately integrated into professional practice with students suffering from trauma or chronic stress.

**Sage-Robison, Max**

Attend the Associate level Orton-Gillingham training at the Kildonan Teacher Training Institute in Kent, Connecticut to develop complete literacy learning plans for teaching the whole class but also small group and individual lessons to students with and without dyslexia and specific learning disabilities.

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**Sagnella, Mary-Ann**

Create a travel video diary in seven Italian cities that address the lack of diversity and inclusion in Italian teaching materials and motivates students to communicate effectively, connect ideas with other disciplines, interact culturally, make linguistic and cultural comparisons and participate in a global community as lifelong learners who make meaningful connections.

**Sampson, Amy**

Explore the original homeland of the Waldenisans in Italy and the Uruguayan settlement they fled to before immigrating to and founding the school's town to increase student interest in and strengthen the curriculum of a place-based Missouri Literature English class.

**Sanchez, Melaney \***

Experience refugee camps, schools, and community centers in Lebanon, Greece, and Italy to learn from migrant families and their advocates before partnering with educators across the US to engage English Learners in advocacy through their digital storytelling.

**Sanford, Cayla \***

Complete the Europass Teacher Academy's seminars on addressing student trauma in Budapest, Hungary. and inclusive discussion, critical thinking and collaboration in Split, Croatia, to develop skills to share with teachers and students coming out of the pandemic years of teaching.

**Schaefer, Anne**

Explore Danish folklore from the Hans Christian Andersen House through the streets of Copenhagen to the sites of hidden elves, trolls and mischievous folk characters of Jutland, to the stomping grounds of tale-spinning Vikings and create a project-based learning unit that compares original and new stories from multiple cultures,

**Scozzafava, Erin**

Participate in Ecology Project International's "Costa Rica: Tropical Ecology" and "Three-Dimensional Learning Teaching Science with NGSS Experiential Learning" experiences to strengthen familiarity with current and progressive teaching methods and open new doors of opportunity for students who may not get the chance otherwise.

**Scrivano, Corinne**

Participate in a festival, workshops, courses, and activities in England and Italy that promote student wellness and improve social and emotional skills (including teaching yoga in primary schools, meditation, and fitness) to help the children cope with the stresses of daily life, manage their emotions, and be more engaged in school.

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**Scudder, Benjamin**

Explore how sustainable societies in Denmark, Sweden, Norway, and Iceland minimize their environmental impact by utilizing renewable energy sources, lowering energy consumption, and lessening waste production to support interdisciplinary student learning about clean energy options and sustainable development.

**Sencer, Amy \***

Document 20th century resisters to fascism in Germany and Italy to teach middle school social studies students, including those in special education, how to recognize and resist extremist movements.

**Sharma, Rashmi \***

Document how the academic curriculum is delivered in Mexico, Guatemala, Honduras and the Dominican Republic to create a culturally equitable learning environment unique to the MultiLingual/SIF population where students' voices are heard and used to increase academic achievement.

**Sheeran, Caitlen**

Participate in the International Round Table Symposium at the University of Oxford to explore mental health, education, and the disproportionate impact the Pandemic has had on students living in poverty and students of color, then take part in a Mindfulness Retreat in the English countryside with the goal of developing strategies to create a more supportive learning environment.

**Shick, Brittany \***

Explore the colonial history and decolonial efforts in Ireland (such as teaching of indigenous language and reclaiming of place names) to create a comparative study that inspires IB History courses and Civics students to will produce their own ideas of how to further decolonize the areas of the United States and, specifically, Chicago.

**Shomion, Meaghan \***

Attend art making classes at The Accademia de Giglio in Florence, Italy to learn techniques for re-generating creative thinking and expose students to the parallels that can exist between Renaissance, racially diverse and contemporary artists.

**Short, Andre \***

Study the setting of Steinbeck's "Of Mice and Men" in central California to examine how culture, geography, and history impact the idea of community, within marginalized groups and humanity as a whole, to help students further build empathy in their communities within modern society.

**Silver, Leanne \***

Complete a yoga/mindfulness retreat in Iceland's Golden Circle to learn strategies for supporting students so that they can develop emotional regulation skills that will empower them to thrive socially, emotionally, and academically -- both in school and beyond the walls of the classroom.

**Singer, Cara \***

Explore the history and culture of India's Golden Triangle, which includes Delhi, Agra, and Jaipur, to develop the social consciousness of students and develop culturally-relevant learning for the increasing student population from this region.

**Sirois, Michelle**

Learn basic Portuguese through a school in Lisbon while collecting cultural artifacts that connect mathematics to real-life to help English Learners recently emigrated from Portugal identify areas of confusion with the subject and make mathematical connections to what they already know.

**Skomra, Andrew**

Explore in Jamaica Maroon heritage sites and interview descendants of Africans who freed themselves from slavery and created independent settlements to inform a unit for student-led inquires into the legacy of Black and Indigenous resistance.

**Smith, Marlen**

Initiate an explorative hands-on panorama of America's geographical landscapes from Fort Davis, Texas to the Grand Canyon to the shores of Los Angeles to help learners create mind maps for geography, culture and history outside of technology or a textbook and spark their love for critical thinking.

**Smith, Patrick \***

Study physical theatre with PUSH Theatre's Summer Intensive in Rochester, NY, followed by a study of movement-based performances in London to introduce new techniques and tools for students' learning that focuses on the whole child.

**Smith, Michelle \***

Study physical theatre with PUSH Theatre's Summer Intensive in Rochester, NY, followed by a study of movement-based performances in London to introduce new techniques and tools for students' learning that focuses on the whole child.

**Smith, Kara**

Work with professional photographer Monica Mazzotto in Italy and immerse myself in her culture to learn new photography and digital editing techniques and share these skills with photography and digital media classes.

**Solis, Jessica**

Document in Spanish and Italian universities, museums, and significant architectural sites the Arabian narrative in European history to create a dynamic and authentic Project Based Learning unit that elevates the major cultural and technological influence of the Arab culture during the Middle Ages.

**Spears, Misty \***

Attend Ron Clark Academy's professional development and start-up instruction in Atlanta to implement its unique house-based strategies focused on belonging, unity, motivation that also positions students as stakeholders in learning processes.

**Spears, George \***

Attend Ron Clark Academy's professional development and start-up instruction in Atlanta to implement its unique house-based strategies focused on belonging, unity, motivation that also positions students as stakeholders in learning processes.

**Spurgin, Kelsey**

Attend the 2023 National Deaf Education Conference in Riverside, CA, to interact with other Teachers of the Deaf from across the country and learn specialized teaching approaches for this diverse student population.

**Stabile, Lauren**

Research the biodiversity ecosystem balance at Yellowstone National Park to model this work for students to replicate in either the Long Island Sound and/or the local Audubon/nature preserves -- teaching data collection skills and engendering a respect for nature in a way that benefits their community.

**Stapleton, Mileissa \***

Attend a film making, creativity, storytelling workshop in Corfu, Greece to learn how to create interesting and technically sufficient films with mobile phones and integrate these strategies into ESL and Library Media instruction to improve literacy, writing and technical skills critical for academic and career success.

**Stauffer, Sharolyn**

Traverse the Silk Road across Central Asia with a cohort of teachers to experience a true crossroads of empires; gain insights into the Mongols, the Persians, the Uzbeks, the Russians; and complete house stays, to help students understand this region across time spans, close some learning gaps and broaden perspectives that currently exist.

**Stone, Joanna \***

Attend UnboundEd's Standards Institute in Denver, Colorado to learn the GLEAM framework (Grade-level, engaging, affirming and meaningful) for mathematics instruction and increase student self-identification as mathematicians.

**Storrs III, Richard**

Research the sites and history of the California Gold Rush, with a focus on how this event impacted Native American, African American, Latino, and Female populations, to create dynamic lessons that help students understand how this event changed the face of American society.

**Sugerman, Maria**

Delve into romance language speaking countries (Italy, Portugal and Spain) to gain a greater understanding of the language and culture of these particular regions and create project based world language lessons through a culturally focused lens.

**Sugrue, Christine**

Gather in Portugal evidence of early human creativity for students to consider the development of art and technology by early humans and determine what we can learn from our early human ancestors.

**Sullivan, Nora**

Enroll in advanced Spanish language courses in Cartagena, Colombia to improve language fluency while observing South American culture to create more diverse, culturally relevant lessons for classes as the number of South American immigrants in Chicago grows significantly.

**Sullivan, Daniel**

Participate in Ecology Project International's educator training on Maui, Hawaii to learn strategies for designing inquiry based lessons while working with Hawaiian partners doing ongoing research, to better understand the principles of environmental literacy and foster the next generation of environmental stewards.

**Summers, Paula**

Learn strategies for piano instruction under the guidance of Debra Perez, founder of the Way Cool Keyboarding group piano workshop in McAllen, Texas, to help students become more confident in conversing with the elderly and sharing music with them through the medium of the piano.

**Swinford, Jillian \***

Learn the techniques of traditional block printing on fabric, eco-friendly dyeing techniques, and the about the sustainable fabric and fashion industry in India to create a cross-disciplinary unit between

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Art and Design that teaches students about sustainability and creating clothing that expresses their identity.

**Syzdek, Elizabeth \***

Explore the biodiversity and ecosystems of the Florida Keys and the Everglades as environmental volunteers, alongside the Florida Wildlife Conservation patrol, underwater among the coral reef and at botanical gardens and national parks to authentically provide students with immersive instruction that encourages an interest in biodiversity and the understanding of how imperative it is to value nature.

**Szabo Gilbert, Anna \***

Conduct school visits and expert interviews while observing the history and culture in Minas Gerais and Rio de Janeiro to strengthen competencies with Brazilian norms and values and foster relationships with English Language Learners and families emigrating from these regions.

**Tartaglia, Kelly-Lyn \***

Explore the biodiversity and ecosystems of the Florida Keys and the Everglades as environmental volunteers, alongside the Florida Wildlife Conservation patrol, underwater among the coral reef and at botanical gardens and national parks to authentically provide students with immersive instruction that encourages an interest in biodiversity and the understanding of how imperative it is to value nature.

**Telfer, Linda**

Participate in the Liberated Learning Fellowship designed to connect teachers with African history and culture in Zimbabwe to promote professional, social/emotional and spiritual growth that, in turn, supports trauma-informed teaching, equity, and inclusion in the classroom.

**Thompson, Laura**

Enroll in the Mosaic Art School in Ravenna, Italy to design and craft mosaics in the ancient style using classical tools and materials to incorporate these skills into the curriculum's goals of learning about materials and techniques through the creation of a school-wide mosaic.

**Thompson, Brooke \***

Become immersed in the Roma community of Seville, Spain, with the specific intention of learning about Flamenco and its multiple modalities of expression, to create a cohesive arts education experience for middle school students that is integrated into an International Baccalaureate units on Music Along the Silk Road and Dances of the World.

**Townley, Matthew \***

Survey the geography, religion, and history of Japan to increase personal knowledge of the

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country's cultural customs and compelling history to create new interdisciplinary projects for students and colleagues.

**Tribble-Bryant, Alexis \***

Attend UnboundEd's Standards Institute in Denver, Colorado to learn the GLEAM framework (Grade-level, engaging, affirming and meaningful) for mathematics instruction and increase student self-identification as mathematicians.

**Trossi, John \***

Attend the 'Get Your Teach On' national conference in Dallas to improve equitable instructional practice and better utilize research-based strategies in a co-taught classroom and school community.

**Tufts, Zachariah \***

Explore and document German and Scottish castles and surrounding landscapes to create curriculum components that inspire elementary students to seek learning beyond facts required for standardized testing, develop a love for learning, and persevere in a quest for knowledge.

**Tufts, Julie \***

Explore and document German and Scottish castles and surrounding landscapes to create curriculum components that inspire elementary students to seek learning beyond facts required for standardized testing, develop a love for learning, and persevere in a quest for knowledge.

**Turecek, Rachel \***

Research the colonial period in Panama and Costa Rica, with a focus on the element of geography as well as the movement of people as it relates to assimilation and adoption of cultures, to to mitigate the insular nature of the district and diversify a curriculum based in Western traditions.

**Tyson, Lara**

Participate in an intensive printmaking workshop in Karuizawa, Japan to share techniques with 4th-8th grade students through a printmaking unit in which they explore their own cultures in relation to those of Mexico and China through art.

**Ulicny, Pamela**

Collaborate with Education Without Borders and Aspire Youth in Cape Town, South Africa as they produce cleaner, safer renewable energy while continuing to combat energy poverty to model how science education can help support global and humanitarian outreach projects.

**Unger, Rachel**

Experience Spanish language immersion while also learning about Guatemala's history, culture and

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education system to deepen personal understanding of students' past experiences and better connect with them and their families.

**Urbanowski, Vincent**

Work with Caltech astronomers and other educators to explore methods of working with professional and freely available astronomical data, to bring access to students across the social spectrum such that they can do and present authentic astronomical research in exciting low-cost/high reward projects.

**Vanderrest, Charlsie**

Join the Sacred Heart University Teacher Leader Fellowship Academy in an examination of the Finnish Education System through experiences with the Suomenlinna Camp School, the Finnish National Agency for Education, and the Parliament of Finland Education and Culture Committee, to reimagine and redesign the middle school program to best serve the needs of students.

**Vanmoerkerque, Barbara**

Study the culture of Tanzania and Zanzibar while examining the threats impacting the biodiversity of this area to build personal cultural capacity and acceptance of others with unique views and ways of life; address the increasing diversity of students present in my school, and increase student awareness of global issues and their role in finding solutions.

**Varela, Daniela**

Explore the mythology of Mexico by experiencing cities, museums, and historical landmarks to create a culturally relevant curriculum that uses mythology as a means to understand the beliefs of ancient civilizations and present-day society.

**Vazquez, Suzanne \***

Participate in mindfulness, meditative and restorative technique workshops in Bali and Singapore to develop a deeper understanding of healing practices that will inform the creation of a nature-based social-emotional program for teachers and students in the community impacted by migration, war and COVID 19.

**Venkatakrishnan, Akshayaa**

Explore multiple dark sky regions through observatories in 11 states, learning from professional and community knowledge holders on ethnoastronomy and modern astronomy, to design a culturally relevant Astronomy course for multilingual students that centers cultural perspectives on skywatching.

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**Walvoord, Kelly \***

Explore the culture, landscape, and history of fairy tales and folklore in England, Germany, and France to create a deeper understanding of their origins and importance, promote excitement for and interest in reading, and enhance library collections.

**Wansick, Hailey \***

Explore the culture, landscape, and history of fairy tales and folklore in England, Germany, and France to create a deeper understanding of their origins and importance, promote excitement for and interest in reading, and enhance library collections.

**Waugh Barrios, Crystal-Mae \***

Plan and execute a study tour to Minas Gerais, Brazil, visiting schools, teachers, and sites known by students emigrating from there to build teachers' sociocultural competence, Portuguese language skills, and empathy for the experiences multilingual learners face.

**Wells, Jess \***

Attend Ron Clark Academy's professional development and start-up instruction in Atlanta to implement its unique house-based strategies focused on belonging, unity, motivation that also positions students as stakeholders in learning processes.

**Welsh, Mariagrace \***

Volunteer teach English in Ecuadorian and Guatemalan communities while also becoming students in Spanish language classes to expand personal knowledge, respect and understanding of Latino students' native countries and better serve and connect with them and their families.

**Wersal, Sarah**

Experience in Germany and Poland sites that played significant roles in the genocide of World War II to inform a Holocaust unit for 8th Grade ELA students that makes space for curious inquiry and hard questions.

**Wescott, Lynette \***

Experience with field experts and fellow educators across Greece and Italy the impact of ancient civilizations on Government, Religion, Economics, Art, and Technology (GREAT) to create authentic learning experiences that empower students to think critically about Greek and Roman influences their modern society.

**White, Salena \***

Attend art making classes at The Accademia de Giglio in Florence, Italy to learn techniques for re-generating creative thinking and expose students to the parallels that can exist between Renaissance, racially diverse and contemporary artists.

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**White, Kelli**

Develop an understanding of the history and culture of Uruguay, Argentina, and Chile which comprises the Cono Sur region of South America by taking 360-degree photos and videos to provide first-hand accounts for world language students in a socioeconomically-disadvantaged community in the rural south.

**White, Delicia \***

Lead a group of students on an EcoTeach excursion across Costa Rica, experiencing the country's unique rainforest and ocean ecosystems, to become highly qualified lead teachers in the earth sciences for students in a school community suffering from high rates of absenteeism.

**Whitlock, Meisha**

Participate in the Orff-Afrique Masterclass in Ghana to learn African and Ghanaian-inspired indigenous Music Education through the study of African Orff arrangements and increase the amount of West African music instruction in the school and district.

**Whitson, Rebecca \***

Become Artists in Residence at Haleakala National Park in Hawaii through the National Parks Art Foundation to create a final piece informed by the environment that models for students the creative process of critical thinking and art making.

**Wilcox, Nicole**

Observe Alaska's approach to preserving natural resources (including wildlife rehabilitation/care, agri-tourism, gold mining, marine/aquatics and outdoor recreation) to create related hands-on learning opportunities for veterinary science and agriculture students.

**Williams, Erin \***

Participate in the Mindfulness For Teachers workshop in Barcelona, Spain to learn about the science behind mindfulness meditation and develop tools to help both students and staff manage stress, regulate anxiety, quiet negative self-talk, and process complex emotions in a healthy way.

**Williams, Sara \***

Participate in the Mindfulness For Teachers workshop in Barcelona, Spain to learn about the science behind mindfulness meditation and develop tools to help both students and staff manage stress, regulate anxiety, quiet negative self-talk, and process complex emotions in a healthy way.

**Wilson, Courtney \***

Attend UnboundEd's Standards Institute in Denver, Colorado to learn the GLEAM framework (Grade-level, engaging, affirming and meaningful) for mathematics instruction and increase student self-identification as mathematicians.

**Wojciaczyk, Piotr \***

Learn the techniques of traditional block printing on fabric, eco-friendly dyeing techniques, and the about the sustainable fabric and fashion industry in India to create a cross-disciplinary unit between Art and Design that teaches students about sustainability and creating clothing that expresses their identity.

**Wolf, Carmen**

Complete two cooking workshops in Lisbon, Portugal, gaining the content and skills necessary for a cooking unit that will empower students to think critically about eating, learn to prepare food in healthy ways, identify both new and familiar healthy ingredients, and will learn culinary techniques that facilitate a better lifestyle for them and their families.

**Wolf, Andrew \***

Participate in the Salmon Berry Dryland Dog Sledding Experience in Anchorage, Alaska, while connecting with the history of the state and its people, to implement the 21st Century Skills of collaboration, communication, creativity, and critical thinking, within units of study.

**Wolsten, Rebecca**

Participate in the Print and Stitch Workshop at Anderson Ranch Art Center in Snowmass, Colorado to research personal narrative, mark making, stitch, and print and inform student exploration of their personal/cultural histories through the intersection of art and mythology as modeled by descendants of slaves in Gee's Bend, Alabama.

**Wright, Wendy**

Participate in the Holocaust and Human Rights National Educators' excursion to Poland and Germany to help students better understand/contextualize events of the past and gain a greater appreciation for the consequences of intolerance and prejudice.

**Yassin, Ahlam**

Examine the history of the Arab slave trade along Swahili Coast in Dar es Salaam, Tanzania and trace the route into Zanzibar City, Zanzibar to revise a World History unit that expands student learning on the topic beyond the Transatlantic slave trade.

**Yates, Susan \***

Attend a math symposium with workshops in Oxford, England, followed by secondary school visits and sites tours of math related locations (such as Stonehenge) to pique student interest in math so they begin exploring math in areas that interest them.

**Youker, Phillip**

Experience the Canary Islands' astrophysics research observatories and interview researchers on the

topics of astrophysics, cosmology and quantum mechanics in the environs of their investigation to fill the gaps in students' learning and connect them to current topics in physics.

**Young, Laura**

Enroll in intensive classes in the Mam language and collect Mam language instructional resources across Guatemala, including video and audio material based on interviews with elders in the Mam community around areas of traditional knowledge (medicinal plants, farming and fertilization methods, and backstrap loom weaving) to create a classroom and school environment in which Mam students can thrive.

**Yttredahl, Jessica \***

Document 20th century resisters to fascism in Germany and Italy to teach middle school social studies students, including those in special education, how to recognize and resist extremist movements.

**Zaccardi, Allison \***

Discover across Italy how sustainable food systems and environmentally sustainable food production can create more equitable resources to connect concepts of cultural sustainability to culturally appropriate food systems and shift students to more sustainable diets.

**Zachary, Bianca \***

Learn about Aboriginal peoples, Torres Strait Islander and Māori in Australia and New Zealand by observing their communities and schools and also experiencing museums, national parks and related sites to inform students' knowledge about this region poorly represented in American curriculum through a National Geographic Geo-Inquiry Process project.

**Zalduondo, Carlos**

Enroll in intensive French language classes in Paris while also exploring significant historical and educational sites with an emphasis on mathematical history to make cultural relevance a component of math learning and better connect with the school's growing francophone student population.

**Zinkel, Brent**

Explore in South Africa, Zimbabwe and Zambia a global context for understanding topics in American/European history to provide students with non-western perspectives on western imperialism and a globalized perspective on the struggle for racial equality in America.

**Zuliani, Alexia**

Study how linguistically diverse Swiss schools design and implement multilingual curriculum and

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foster multilingualism in the school community to work towards creating a classroom and school environment that supports multilingual learners.

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