



**2022**

# **Innovation Circle**

## **Grant Recipients**

FUND FOR  
**TEACHERS**



**THE  
RAMSDEN  
PROJECT★**  
A Community of  
Fund for Teachers Fellows

# Innovation Circles: 2022 Topics

Innovation Circle grants are designed to support teachers to refine and reimagine teaching and learning in their schools. Through the process of self-designed learning and Fellow collaboration, teachers will be better able to innovate, partnering with students to solve large and small problems in their communities. Funds to support implementation will also be included.

## Self-designed Professional Learning + Circle Experience = Innovation

In 2022, Fund for Teachers funded Fellows to study these complex problems of practice:

TOPIC	DESCRIPTION
<b>BUILDING STUDENT SELF-AWARENESS</b>	CASEL defines self-awareness as, “the abilities to understand one’s own emotions, thoughts and values and how they influence behaviors.” Self-awareness impacts how teachers teach, as well as how students learn. Educators in this Circle are interested in exploring the idea of self-awareness personally and with their students. Topics may include (but are not limited to) social or cultural identities, emotions, bias and growth mindset.
<b>LEARNING PARTNERSHIPS</b>	Parents and community organizations have proven to be invaluable partners throughout the pandemic. Educators in this Circle are interested in learning about and re-imagining how to collaborate more deeply with partners to promote student success. Topics may include (but are not limited to) family partnerships or community partnerships.
<b>STUDENT VOICE &amp; AGENCY</b>	Shifting the teachers’ role in the classroom to that of a facilitator of learning is hard work. Educators in this Circle are interested in finding ways to structure learning spaces that invite students to own their learning more deeply. Topics may include (but are not limited to) use of choice, self-guided or flipped classrooms, grading practices, project- or problem-based learning or student engaged assessment.

**Fund for Teachers is pleased to announce the recipients of our 2022 Innovation Circle grants, by Circle:**

## **Building Student Self-Awareness**

### **Bhaskar, Pooja**

Research the art, agriculture and history of Guatemala's indigenous groups to incorporate authentic, interdisciplinary artifacts into science curricula for recently immigrated students and demonstrate the interconnectedness of art, history and science.

### **Dilworth, Tamara**

Participate in a Mindful Art and Meditation Teacher Training in Peekskill, NY, as well as participate in weekly local yoga classes, to expand knowledge of incorporation of mindfulness and yoga with the arts to develop opportunities for authentic teaching and learning.

### **Frederick, Amy**

Complete an online course on creative arts interventions for mental health professionals to learn best practices for reaching students who are reluctant to share their emotions and experiences.

### **Goren Konrad, Robin**

Develop skills in the area of portraiture, figure drawing and the expressive use of color through courses at the Art Students League in New York City to model and support students' introspection, self study and identity development.

### **Hutchinson, Wendy**

Research best practices in meditation and yoga with multiple experts in Portland, OR, to help alleviate stress experienced by student-athletes and build their capacity to be resilient students, teammates and citizens.

### **Padroff, Kimberly**

Attend a Growth Mindset workshop through the Kagan Academy in Orlando, FL, to learn research-based instructional strategies that deepen personal SEL skillsets and help students persist in the face of setbacks.

### **Patry, Lynne**

Undertake learning comprised of visits to historic civil rights sites and webinars through the Harvard Graduate School of Education to expand cultural knowledge, examine personal biases and incorporate strengths of all students in a positive and respectful classroom environment.

### **Ramos, Jodi**

Attend the Kagan SEL Summer Academy in Orlando, FL, to learn strategies for encouraging healthy peer relationships, lessening anxiety, and increasing intrinsic motivation in students.

**Roncaioli, Deanna**

Attend the American School Counseling Summer Conference in Austin, TX, to study self-awareness and how it can impact the work of a counselor and students confronting disengagement in the classroom, behavioral issues and/or thoughts of self-harm post-pandemic.

**Sanders, Whitney**

Spend 10 days immersed in Mexico City while staying with a host family to build a strong concept of Mexican cultural identity and transfer that knowledge into a classroom with a growing Hispanic population.

**Smith, Elizabeth**

Complete two Mindfulness in the Classroom online courses on neuroscience and strategies for bringing SEL into the classroom to better address students' big feelings and emotions stemming from local riots and the pandemic.

**Temel, Elaine**

Explore Miami's Little Havana and Little Haiti immigrant communities to help predominantly-white middle school students understand and value cultural identity, positive character, empathy, and their responsibility to be allies and advocates for people of diverse cultures.

**Thibodeau, Bobbie-jo**

Interview members of Stanford University's First Generation-Low Income (FLI) office to increase the number of rural students, from all backgrounds, who access and experience success in the school's International Baccalaureate diploma program.

**Vasquez, Tina**

Partner with the Living Earth School and Wildrock, two nature-based education organizations, to create professional development on incorporating the outdoors and social emotional learning into aspects of Newcomer English Learners' curricula.

**Learning Partnerships****Busbin, Blake**

Explore the region in which slavery flourished the most during the Antebellum era (the Deep South from New Orleans up the Mississippi River to Natchez County) to address how we, as a society, utilize commemorative landscapes or lack thereof to engage with more difficult parts of our history, notably that of slavery.

**Cohen-Garcia, Abraham**

Attend the Schoodic Institute's "Climate and Equity: Summer Institute for Learning and Teaching" in Bar Harbor, ME, then deepen collaboration with local education partner Rocking the Boat to grow understanding of the effects of climate change, develop understanding of responsive pedagogy, and build community connections in the school neighborhood.

**Cumagun, Jose**

Enroll in a language and cultural immersion program in Puebla, Mexico, while observing special education classrooms and their teachers, to better engage with Hispanic families and caregivers of students with special needs and increase awareness of the rich cultural diversity in the classroom and community.

**Gorss, James**

Attend the American School Counseling Summer Conference to learn best practices for self-awareness and its use in a school counselor role to address the increase in 504 referrals and social emotional support requests and decrease in attendance and involvement in after school clubs and sports.

**Graham, Stephanie**

Research at cultural institutes and museums in Connecticut and New York indigenous history relevant to the Mohican Nation to facilitate students' connection with an indigenous mindset in relation to the land, its people, and its history in a way that infuses purpose in their learning.

**Jenkins, Dennis**

Complete two Project Based Learning online courses to use this method and change the learning environment with the goal of giving the students a better opportunity at higher achievement.

**Schiefelbein, Ian**

Attend the 2022 Reconceptualizing Early Childhood Education (RECE) International Conference to learn about place-based learning at the early childhood level, and how it can be applied in a socio-geographic context.

**Weems, Julie**

Undertake a combination of book studies, classes and expert interviews on the topic of ethnobotany to help students connect with local natural history so they are inspired to protect this amazingly biodiverse and endangered place we call home.

**Wilder, Kristen**

Research the impact of partnering with parents of early childhood students through online courses with Ohio State University, Orton Gillingham, and the California Evidence-Based Clearinghouse for

Child Welfare to create workshops/trainings and resources that help parents further their children's education at home.

## **Student Agency**

### **Biggs, Stephen**

Interview crew members on a commercial dive boat off the coast of Florida about the process of becoming Occupational Safety and Health Administration (OSHA) compliant to inform manufacturing class students about rules and regulations that will prepare them for opportunities in a career that fascinates them.

### **Bosiak, Kathy**

Work alongside an accomplished storyteller/podcaster and a rock art historian while also photographing examples of petroglyphs and geologic formations across four Southwestern states to create storyline and PBL products for classrooms and a self-paced professional development course for peers.

### **Delmont, Jessica**

Explore and document through photography various arts and crafts markets in the Ozarks region to inform student discussions on how artisans take a medium and make it their own, different ways materials can be used and how culture and personal interests guide artistic choice.

### **Dixon, JoAnn**

Attend the International Society for Technology in Education conference (ISTE Live 22) in New Orleans to learn from and collaborate with inspiring educators and experts in the field and bring a renewed sense of passion, ideas, resources, and engagement into the classroom.

### **Haydu, Beth**

Participate in the "Plan and Implement Quality Project-Based Learning" workshop offered by the organization For Deeper Learning in Waterville, ME, to learn more about project-based learning and identify ways to incorporate PBL into existing lessons.

### **Hope, Amanda**

Attend the on-site summer institute for educators at the National Gallery of Art in Washington, DC titled "The Power of Art: Pathways to Critical Thinking and Social-Emotional Learning" to develop skills necessary for strengthening student agency through art instruction.

### **Schober, Katherine**

Practice technology, engineering, and design integration throughout the summer at a

community Makerspace and Project-Based Learning workshop in Milwaukee, WI, to enhance student agency through hands-on design and family involvement through open-ended family STEAM events.

**Suter, Mark**

Embed at virtual reality game developer Schell Games in Pittsburgh, PA, to learn how employee agency and management facilitate high quality outcomes and then replicate that environment with students in a VR Development course.

**Valsaint, Julie**

Attend the "Leaders of Learning" online course offered by Harvard University to better understand how education is changing/students are learning and build a PBL unit for gifted students with experts from The Turtle Hospital in Marathon, FL.

**Vocke, Sharon**

Enroll in The Modern Band Summit in Fort Collins, CO, to connect traditional band teaching with more popular music/instrumentation and close the divide between musicians who read and those who play by ear.

**Wiecking, Nancy**

Attend the University of New Hampshire Summer Literacy Institute "Read Write Live: The Study of Essential Practices in ELA" to learn best practices for engaging students in meaningful, relevant, and authentic reading and writing.

**Wommack, Laura**

Complete Electrical Foundations with Arduino online course offered by Carnegie Mellon University and earn Arduino certification to more effectively support students engaged in coding and robotics activities in the classroom.