



2023

Innovation Circle

Grant Recipients

FUND FOR
TEACHERS



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

CIRCLE TOPIC: CENTERING STUDENTS

Achebe, Furahi

Conduct a self-study of the books "Teaching with Poverty and Equity in Mind," "It Didn't Start with You: How Inherited Family Trauma Shapes Who We Are and How to End the Cycle," "Helping Students Overcome Depression and Anxiety: A Practical Guide" and virtually attend the Innovative Schools Summit to develop strategies that guide unmotivated students to take ownership of their education.

Addy, Marcia

Attend the Colorado Learning and Teaching with Technology conference at the University of Colorado Boulder to learn about innovative online programs that increase student engagement and success, with a particular focus on tools geared toward ELL students.

Almon, Suzanne

Research the art, culture, and history of Puerto Rico to expand cultural knowledge and understand cultural identity to create a classroom that is reflective of our Hispanic population.

Anroman, Kelly

Complete National Geographic's online course "Storytelling for Impact in Your Classroom: Photography" and hone new digital storytelling skills while exploring New York City to create student-centered, project based units that help students share their voice and story.

Bettesworth, Cristina

Explore Nevada's solar, wind, and hydro power facilities and farms to create project-based learning that uses tidal influence, as well as offshore wind power on the local coastline, to provide green energy to the mainland.

Borelli, Margaret

Attend an Adventure in the Classroom workshop in Beverly, MA, to integrate social emotional learning and content instruction for reflective practices, self and social awareness and learning that supports the needs of individual students and groups.

Boros, Amy

Study the practice of Shinrin Yoku (forest therapy) and nature immersion with Ozark Forest Therapy in Jasper, AR, to create nature-based educational experiences which utilize the school's two-acre native prairie and help children center themselves, destress and explore the world around them.

Castañeda, Amy

Document through photography New York City's sneaker culture to demonstrate how lived experiences connect with design through a new student-centered art curriculum rooted in The Capacities for Imaginative Learning framework.

DiDomizio, Marilyn

Attend the workshop "Trauma, Body & the Brain: Restoring The Capacity For Rhythm And Play" in Lenox, MA, featuring cofounder of the Trauma Research Foundation (TRF) Bessel van der Kolk and somatic educator and TRF cofounder Licia Sky to learn the best practices for helping immigrant students address and heal post-traumatic stress.

Dousis, Shawn

Participate in The MarineLab Teacher Workshop in Key Largo, FL, to learn about coastal marine ecology from biologists and marine instructors and inspire best practices for engaging science students in the work of positively impacting our planet.

Farrand, Heidi

Attend the National Mariachi Workshop for Educators in Las Vegas, NV, to learn beginning Mariachi pedagogy and also study and perform ranchera valseada, ranchera lento, bolero, and polka mariachi styles to implement a mariachi group at school.

Flygt, Austin

Study and perform Samba Drumming with ethnomusicologist and director of Samba New York Dr. Philip Galinsky in New York City to gain insight into using this genre of music to rebuild a flagging music program.

Foster, Lexis

Attend the "Get Your Teach On" national conference in Dallas to benefit from hands-on, collaborative sessions that examine topics included instructional practices and teacher effectiveness to change the traditional student experience of one-size fits-all into a continuously evolving curriculum.

Frederick, Heidi

Complete asynchronous iExplore workshops on PBL Storyline development and Next Generation Science Standards, then participate in the DIG Field School for Educators in Hell Creek, MT, to create an NGSS-aligned PBL Storyline unit on climate change featuring geologic phenomena.

Gaytan, Norma

Study old and new examples of children's books at the Library of Congress in Washington DC and also in New York to understand how strategic vocabulary and color schemes in storytelling is used

to deliver powerful messages and to guide students' creation of books with personal messages that open conversations between families and peers.

Giandurco, Melissa

Explore graffiti art design related to music and poetry for mural and mosaic making to update a school community building project that integrates art, social & emotional learning related to identity, and cultural awareness.

Goldberg, Jennifer

Compete in Berlin, Germany, the Europass Teacher Academy class "3D Printing and Maker Culture for a Sustainable World" to improve content knowledge and incorporate technology into daily activities of a special education classroom.

Goodell, Molly

Complete the self-paced "Arduino for Beginners" class on Skillshare.com, then enroll in the live/online Carnegie Mellon Robotics Academy Certified Training for the Arduino Parallax Shieldbot to build personal knowledge and develop a student-centered, project based curriculum for a new STEM modeling course based on the Modern Classrooms framework of teaching and learning.

Harnden, Jodie

Conduct an independent study of science and regional indigenous culture across Idaho and Washington that connects environment, geology and cultural practices to create relevant student lessons and embed this learning into the science curriculum.

Hites, Gerald

Visit the Starland District of Savannah, GA, made up of shops that expand on peoples' talents to replicate the area locally and create a community that leverages senior citizens' skills with students' creativity.

Hung, Kenneth

Research models of service learning by attending The Historical Society of Pennsylvania's "Becoming U.S.: The Immigrant Experience Through Primary Sources" and reading The Nobis Project's "Creating Global Studies in the Classroom" resource guide to design a student- and community-centered project for incoming ninth graders from neighborhoods underrepresented in the student body.

Jones, Hannah

Attend The Poetry Foundation Summer Teacher Institute in Miami to create a new poetry unit that celebrates and reflects the diversity of my students currently intimidated by the genre.

Levine, Carly

Join The Naturalist Teacher Workshop at the Bimini Shark Lab in the Bahamas to inspire students' design of action projects that combine the excitement of "Shark Week" with opportunities that protect our environment year-round.

Malli, Jason

Participate in self-paced Yoga Nidra and sound healing training to research how creative arts ease stress and distraction thereby increasing motivation, engagement, and growth in the high school general music classroom.

McCabe, Kimberly

Incorporate a self-guided tour of Boston and a conference in New Hampshire about stories and lives of Colonial Americans generally overlooked in textbooks to

create virtual learning experiences that bring content to the students in ways that empower them to connect with events, individuals, and places.

Moore, Nathan

Attend the "ADHD for Educators Certification Course: Evidence-based Skills," Tools & Handouts to Motivate Kids for Lasting Success" offered by PESI; the "Smart But Scattered: Executive Dysfunction at Home and at School" also offered by PESI and led by Dr. Pam Dawson; and the "Brainstorm Intensive: A Practical Understanding for Keeping the Adolescent Brain in Mind" offered by Dr. Dan Siegel through his Mindsight Institute to learn more about executive functioning skills and how to help middle school students develop and sustain these skills in order to improve their experience in school.

Nekolny, Jennifer

Experience the "Native Truths: Our Voices, Our Stories" exhibit at Chicago's Field Museum, as well as exhibits at the National Museum of the American Indian and the National Museum of African American History and Culture in Washington, DC, to learn how perspectives have been shared by storytellers and artists (especially by individuals in marginalized groups) and help students experiencing similar challenges find their voices.

Nofsinger, Kimberly

Using Erik Larsen's "The Devil in the White City" as the lens, practice place-based learning in the streets, parks, and museums of Chicago to bring the history and design of the Chicago World's Fair, the power of divergent thinking, and the text itself to life for career technical students.

Peeper, William

In conjunction with the NEH summer workshop "Saipan's Land & Sea: Battle Scars and Sites of Resilience," engage locals in Saipan and Guam to gain cultural insight, identify individuals willing to virtually visit classes, capture 360 images for student VR experiences, and explore the impact of war on the natural environment.

Peltier, Krista

Attend the "Get Your Teach On" national conference in Dallas for content sessions that include planning, best instructional practices, student accountability and engagement, teacher effectiveness, and creating a diverse learning environment.

Rodriguez, Yvonne

Volunteer at the New Orleans Jazz Museum and also meet with staff and educators there to build content knowledge and collaborate on ways to introduce a PBL jazz history lesson to students.

Rose, Paula

Attend the "Mind Like a River, Heart Like a Spring--Mindfulness Float Retreat" offered by the Midwest Alliance for Mindfulness in Lebanon, MO, to experience and share strategies for supporting student mental health and self-regulation.

Saulter, Genevieve

Research at the Alabama Aquarium at the Dauphin Island Sea Lab, the Emerald Coast Science Center in Fort Walton Beach, and the Navarre Beach Marine Science Station in Navarre, FL, the connection between inland communities and marine ecosystems in the Gulf of Mexico to inform elementary students' learning about climate education, human impact, and citizen science.

Scannell, Brian

Participate in a workshop on radical nonviolence sponsored by The International Center for Nonviolence and Peace Studies and hosted by the University of Rhode Island to create a senior level humanities class that addresses students' desire to bring change to our troubled world.

Seal, Bethany

Attend The Poetry Foundation's Summer Teacher Institute in Miami, FL, to learn about contemporary poets, teaching strategies for approaching poetry, and activities that will make poems come alive and seem relevant to students.

Septimus, Mira

Research the history of Caribbean and Latin American art and culture at New York City's El Museo Del Barrio and the Hispanic Society Museum & Library to better infuse the classroom with respect and appreciation for Latinx culture.

Shafer, Lisa

Research in Barra de Potosi, Mexico, the issues of gentrification, climate change and ocean pollution through first-person interviews with nonprofit directors, small business owners and village residents to inspire the language acquisition of English Learners and Long Term English Learners.

Smith, Brian

Participate in the "Labyrinths and Lenses-Mindful Walking and Contemplative Photography" retreat offered at St. Mary's Sewanee-Ayres Center for Spiritual Development in Sewanee, TN, to refresh, reflect, and reemerge better equipped with creative methods for addressing students' social and emotional learning and well-being.

Sorel, Katherine

Attend a workshop on Adire Eleko - indigo resistant textile dyeing - to learn how Yoruba cultural values are expressed through textile art and provide third graders with a unique avenue for understanding content, as well as a medium for personal self-expression.

Stroud, Garris

Complete Spanish language and cultural immersion classes at Mexico City's Spanish in the City School to adapt newly-acquired strategies, activities, and resources with students and their families in the form of a school ELL Task Force.

Sugden, Mary Elizabeth

Attend the online workshop "Motivating the Unmotivated: Teaching the Hard-to-Reach Student" presented by the Bureau of Education and Research; participate in the online course "Mindfulness for Teachers" given by Brilliant Mindfulness; and complete an independent book study on anemic student motivation to develop classroom strategies for addressing increases in student tardiness, absences and apathy.

Tatlock, Dana

Explore self-directed learning processes and authentic assessment, then attend the Nobel Prize Teacher Summit in Stockholm, Sweden, to gather stories of global changemakers and create a student-guided curricula exploring global issues and action through the lens of the Nobel Prize.

Tolbert, Kimberly

Participate in an immersive paper-making course at Ox Bow School of Art in Saugatuck, MI and create engaging school community paper-making workshops to strengthen the bond between staff and families so that students can thrive.

Vinson, Jonathon

Retrace the Lewis and Clark Expedition across nine states to tell the story from a fresh perspective involving the various cultures that made up the Corps of Discovery and the cultures they encountered along the way in a new project-based learning unit based on conversations and experiences with local historians and locations.