

**20**

**25**

**FELLOWS**



**Afrin, Samia**

Explore the rich biodiversity of the Amazon ecosystem in Peru, focusing on native conservation efforts and unique rainforest characteristics, to cultivate a global perspective on environmentalism among urban-based high school students.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Alston, Natasha\***

Explore the life of William Tucker, the first recorded African child born in English colonies to trace his journey from the United States to Angola and examine slavery's lasting impact on both countries.

**Ambarsumyan, Stephanie**

Participate in the Shakespeare and Autism program offered by Ohio State University to create a safe space for children with ASD to practice communication, engage with Shakespearean theater, and access/explore their own imaginations.

**Ambriz, Danielle\***

Become immersed in Belize's rainforests, barrier reefs, and Guatemala's Mayan culture to deepen understanding of environmental and Indigenous culture conservation and extend learned sustainability practices and community building in the classroom and school community.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Amezzane, Michelle\***

Deepen understanding of Spanish and French culture, history, and heritage through immersive experiences in these countries to inform language curricula with nuanced perspectives on the ways in which African and Latin American influences shape these regions.

*Generously funded by Dalio Education.*

**Anders, Holly\***

Participate in workshops at the University of California at Santa Cruz Farm and the Garden for the Environment Campus in San Francisco to provide students with garden-based, culturally responsible lessons that celebrate their ethnicities, traditions, and customs, while promoting ecological literacy and encouraging a love of nourishing foods.

*Generously funded by the Martha Holden Jennings Foundation.*

**Anderson, Sean**

Attend the PBL World 2025 conference in Napa Valley, CA, to engage students more deeply, encourage collaboration, and ensure that their learning experiences are relevant to their academic and career goals.

*Generously funded by Dalio Education.*

\*Denotes a team fellowship.

### **Anderson Smith, Sherlunda**

Explore across Philippines, China, Hong Kong and Thailand diverse traditions rooted in food, dance and art to provide cultural immersion, professional growth, and innovative teaching strategies aligned with student learning needs.

### **Andestic, Rebecca\***

Document Sweden's best practices in serving students with disabilities through work-based learning and workforce integration to improve work outcomes for applicable students across the district.

*Generously funded by The Saint Paul and Minnesota Foundation.*

### **Andestic, Andrew\***

Document Sweden's best practices in serving students with disabilities through work-based learning and workforce integration to improve work outcomes for applicable students across the district.

*Generously funded by The Saint Paul and Minnesota Foundation.*

### **Anselmo, Catarina\***

Observe and learn from an Indigenous community located in Tres Unidos in Rio Cuieiras, Brazil, to create collaborative partnerships between teachers and students from Kanata T. Ykua, an Indigenous Municipal School, and teachers and students in the school community.

### **Armon, Marie\***

Attend the Grand Ball of Europe Festival in Gennetines, France and explore Paris' artistic heritage to learn international folk dances and build a program that prioritizes the physical, social-emotional and cultural well-being of students.

*Generously funded by Dalio Education.*

### **Avery, Maria**

Journey along the Camino de Santiago, focusing on the seven elements of a pilgrimage (separation, journey, intention, rituals, learning, growth and reflection) to inspire students' personal pilgrimage narratives that reflect their lived experiences or aspirational odysseys as part of a "Pilgrimages around the World" curriculum.

*Generously funded by Dalio Education.*

### **Bartnick, April**

Observe Costa Rican climate change mitigation strategies to create opportunities that emphasize our responsibility toward others and the environment, showcase their interconnectedness and foster global citizenship.

*Generously funded by the Maxwell Hanrahan Foundation.*

\*Denotes a team fellowship.

**Bassler, Laura\***

Deepen understanding of Spanish and French culture, history, and heritage through immersive experiences in these countries to inform language curricula with nuanced perspectives on the ways in which African and Latin American influences shape these regions.

*Generously funded by Dalio Education.*

**Bath-Rosenfeld, Robyn**

Collect data from various altitudes while studying the sedimentation and erosion of the French Alps and glaciers to teach about body systems, scientific graphing and human impacts on the environment.

*Generously funded by The Ford Family Foundation.*

**Bauso, Louise**

Experience the language and culture of Chile through a homestay, intensive language courses, and travel to better connect with and acclimate an increasing number of newcomer Latinx students and families.

**Beahm, Angela\***

Become immersed in Belize's rainforests, barrier reefs, and Guatemala's Mayan culture to deepen understanding of environmental and Indigenous culture conservation and extend learned sustainability practices and community building in the classroom and school community.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Beck, Peter**

Explore the origins of democracy and the Socratic Method in Greece through fieldwork, cultural immersion, and visits to historical sites to foster student collaboration and civic engagement and connect ancient democratic principles to modern challenges in a diverse classroom.

*Generously funded by The Saint Paul and Minnesota Foundation.*

**Bentz, Amanda**

Research the cultural and academic achievements of the Islamic Golden Age in Istanbul, Fes, and al-Andalus to create a Renaissance unit that more accurately reflects Islamic influences for middle school students who will be able to accurately trace the history of Renaissance advancements through connected cultures.

*Generously funded by the Martha Holden Jennings Foundation.*

**Bijlani, Pranita**

Investigate, then document in poetry, the collision of the immense biodiversity of the Texas Gulf Coast with the industries there to create a full-year model curriculum on how poetry can be used to express & bring awareness of real-world problems & inspire others to act.

\*Denotes a team fellowship.

**Bilmes, Orah**

Experience how Marburg, Germany, is designed to make life for the visually impaired as easy as possible and also visit places in Berlin that provide historical context and/or contemporary support for people with Visual Impairments to improve instruction on topics relegated to self-advocacy and community engagement.

**Birden, Emily**

Attend Ecology Project International's Yellowstone Educator Course in Bozeman, MT, followed by independent exploration of Yellowstone National Park and Grand Teton National Park to enhance student PBL experiences and build curriculum materials around one of America's treasures, our National Parks.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Blasi, Jill**

Collaborate with Tanzanian experts to directly observe relationships between adaptations, behaviors, and keystone species within savanna ecosystems and how these factors influence conservation efforts to enhance students' understanding of ecological interconnectedness and raise awareness of effective conservation practices.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Boros, Amy\***

Document the diverse geological features of Iceland's untouched wilderness to enhance climate and earth science instruction that excites and engages elementary through high school students.

*Generously funded by the Martha Holden Jennings Foundation.*

**Borrego, Shannon**

Complete silversmithing courses at the Pocosin Arts School of Fine Crafts in Columbia, NC, to develop skills and integrate technology using CAD techniques into the creation of a metals arts course.

*Generously funded by the John P. Ellbogen Foundation.*

**Bourne, Jared**

Connect contemporary artistic expression to its historical and ethnic contributions using the cultural landscape of Istanbul as a hands-on case study for students to investigate and share their own heritage.

\*Denotes a team fellowship.

**Boyd, Mirshish\***

Experience Portugal's historical sites, museums, and archives related to the African slave trade and its lasting impact on global history to gain firsthand insights into how this history is preserved/interpreted and help students (many of whom share a heritage impacted by immigration and colonization) critically analyze global history and its modern implications.

**Brannen, Dian\***

Collaborate with scientists conducting authentic research on Pando--the world's largest living organism--at Fishlake National Forest in Utah to develop inquiry-based curriculum content and create meaningful connections between teachers, students, and the outdoors.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Braun, Ashley**

Experience in Colombia a language/cultural/wellness workshop for teachers to acquire best practices for teaching world languages and transforming the classroom into a more welcoming space for all students to learn, including those who have traditionally been left behind with previous textbook curriculums.

**Brossy, Carina**

Research Germany's best practices in outdoor education, while exploring the history and culture, to further develop a U.S.-Germany classroom exchange with improved cultural competency, collaboration, critical thinking, and interdisciplinary environmental education units for teachers and middle-grade students.

**Brown, Norine**

Explore the effect of climate change in Iceland through interactions with residents, park rangers, and Icelandic educators to initiate an after-school environmental club for students to facilitate discussions, activities, and events that educate peers and community members on environmental issues.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Brown, Kimberly**

Explore how Costa Rica is addressing environmental and climate problems through the creation of green jobs and expansion of its workforce to develop a unit for a Career Explorations class that allows students to design solutions for climate problems at home through a variety of different career perspectives.

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**Bryant, Melissa\***

Travel the Fairy Tale Route in the Grimm Brothers' Germany and Hans Christian Andersen's Denmark to inspire hands-on STEM and literature activities that make the fairy tale experience come alive for students.

**Burdette, April\***

Explore Australia's diverse wild-life, ecosystems, rich arts, and indigenous heritage to create innovative learning opportunities that enhance the teaching of students with chronic or terminal medical conditions.

**Burroughs, Danielle\***

Research at Gallaudet, American School for the Deaf and Rochester Institute for the Deaf best practices for enriching education, fostering culture, and strengthen community connections for Deaf/Hard of Hearing students and bridge the gap between Deaf and hearing worlds.

**Cadorette, Matthew**

Explore in Vietnam the country's 2500-year history to expand student learning of its people and their culture beyond what is commonly reduced to the years around the Vietnam War.

*Generously funded by Dalio Education.*

**Calcuttawala, Burhanuddin**

Observe top public makerspaces in Germany, Spain, the United Kingdom and The Netherlands to investigate cost-effective strategies, hands-on tools, and community engagement practices to inform the creation of an accessible school makerspace that empowers students with STEAM skills and fosters creativity and innovation.

**Calhoun, Emory\***

Explore the African American experience across five states in the Deep South to develop expertise teaching complex and accurate historical narratives and develop opportunities for students to connect historical knowledge with current events and use their imaginations to make changes they wish to see in the world.

**Capsuto, Rebecca**

Explore the art and architecture of Japan in BCE and CE in Tokyo and Kyoto to implement a connection with students' cultural backgrounds while expanding knowledge of Japan in cross-curriculum units.

\*Denotes a team fellowship.

**Carlson, Mary**

Expand understanding of Democratic Socialism in Northern Europe and its impact on history and social justice (specifically economic equality, workers' rights, healthcare, and education) to foster students' critical thinking about economic systems beyond the oversimplified dichotomy of Capitalism vs. Communism.

*Generously funded by Dalio Education.*

**Carr, Katherine**

Research in Norway robotics, CO2 storage and abatement, and hydropower to focus students on the application of chemistry to address climate change and brainstorm additional methods to eliminate CO2.

**Carter-Mataboge, Denise\***

Explore the life of William Tucker, the first recorded African child born in English colonies to trace his journey from the United States to Angola and examine slavery's lasting impact on both countries.

**Chiffer, Julie**

Create videos and on-site footage of Hawaiian birds in their environments to develop evolutionary biology lessons that inspire critical thinking labs in which the students similarly observe local environments and determine how birds adapt.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Clapp, Amy**

Become immersed in ancient Greek and Roman culture to anchor the entire fourth grade curriculum on how ancient Greek and Roman ideas continue to influence our modern culture including patterns in Greek and Latin morphology, mythology, philosophy, inventions, migration, and goal setting.

**Clarke, Diane\***

Attend the 2025 World Gifted Conference in Braga, Portugal, to learn from international thought leaders how to incorporate social/emotional and AI skills into learning for students in a district without a Gifted & Talented Education curriculum.

**Clonch, Fanny\***

Volunteer at a wildlife rescue and rehabilitation sanctuary in Johannesburg, South Africa that specializes in the care and release of injured and orphaned baby rhinos to document conservation efforts aimed at protecting endangered species and implement a unit that enhances students' understanding of the interconnectedness of biodiversity, climate change, and human activity.

*Generously funded by the Maxwell Hanrahan Foundation.*

\*Denotes a team fellowship.



**Coats, Corrine**

Explore Peru's historic sites and cultural landmarks in Lima, Urubamba, Cuzco, and Puno to gain a deeper understanding of Peruvian students' heritage and create a more inclusive and culturally responsive curriculum that strengthens connections between diverse English Language Development students and their learning environment.

**Cohara, Mandy\***

Explore historical and cultural sites in Vietnam, Cambodia, and Thailand to center students' stories in the curriculum and strengthen their sense of identity while enhancing language development and fostering historical empathy.

**Colling, Karen**

Attend the International Association for Identification's annual educational conference in Orlando, FL for hands-on training in forensic physical evidence examination and help Forensic students become proficient with their vocabulary and skills and learn how professionals work together as a team.

*Generously funded by the John P. Ellbogen Foundation.*

**Compton, Mary\***

Participate in workshops at the University of California at Santa Cruz Farm and the Garden for the Environment Campus in San Francisco to provide students with garden-based, culturally responsible lessons that celebrate their ethnicities, traditions, and customs, while promoting ecological literacy and encouraging a love of nourishing foods.

*Generously funded by the Martha Holden Jennings Foundation.*

**Conn, Carolina\***

Explore Australia's diverse wild-life, ecosystems, rich arts, and indigenous heritage to create innovative learning opportunities that enhance the teaching of students with chronic or terminal medical conditions.

**Cossey, Daniell\***

Become immersed in Costa Rica on a National Geographic expedition that includes participation in community programs with the Monteverde Institute, coffee cooperatives for communities, and cooking a traditional dinner with a local family to bridge cultural gaps between Black students and a growing Hispanic and Biracial population through new cross-curricular, multi-grade projects.

*Generously funded by the Martha Holden Jennings Foundation.*

\*Denotes a team fellowship.

**Couto, Terri\***

Observe and learn from an Indigenous community located in Tres Unidos in Rio Cuieiras, Brazil, to create collaborative partnerships between teachers and students from Kanata T. Ykua, an Indigenous Municipal School, and teachers and students in the school community.

**Crowley, Tracy**

Explore through Botswana's Okavango Delta and Zimbabwe's Painted Dog Conservation the interconnectedness of human and natural systems, emphasizing the impact of our relationships to wildlife ecosystems, to inspire students to see themselves as part of a larger story of conservation and global stewardship.

**Curran, Melissa\***

Explore ancient artifacts of Greece to inspire curiosity, questions, and a global mindset rooted in appreciation for Greek mythology and student motivation to connect personally with their own histories.

*Generously funded by Dalio Education.*

**Curran Munn, Sofia**

Investigate the historical and cultural narratives of the American West by exploring Yellowstone and Glacier National Parks, attending Indigenous-led workshops, and visiting regional museums to create a Westward Expansion unit that fosters historical empathy, critical thinking, and connections to students' urban experiences.

**Czerwonka, Emily**

Study alongside scientists and naturalists in the Galapagos Islands to demonstrate the interdependence of living organisms and inspire students to become change-makers in our communities.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Daniels, Larry**

Document historically significant places in the United States and Japan related to the development of the atomic bomb while trying to reason with its usage to inform student-led research projects that facilitate their understanding of the impact on its victims and the Japanese nation.

**Dawood, Sam**

Complete in Bogota and Ibague, Colombia, workshops, language exchanges, and community engagement projects to bring the richness of students' cultural and linguistic heritage into the classroom in ways that make language learning more engaging, meaningful, and accessible.

\*Denotes a team fellowship.

**de Guzman, Gladys Joy**

Explore inclusive education in early childhood settings in Tokyo through professional development, school tours, and collaboration with educators to enhance teaching strategies for supporting students with diverse learning needs and foster a more inclusive, culturally responsive classroom environment.

**Demmel, Sarah\***

Explore historical and cultural sites in Vietnam, Cambodia, and Thailand to center students' stories in the curriculum and strengthen their sense of identity while enhancing language development and fostering historical empathy.

**Dillon-Kees, Breanna**

Explore various aspects of Arab and Arab American culture and history in the Dearborn, Michigan, and greater Metro Detroit area to improve an Arabic explorations course content and inspire student recognition of the diversity of the American experience.

**DiLuglio, Nicole\***

Digitally document in Turkey, Greece, and Egypt the impact of storytelling and technology on the education of adolescents over the last two millennia to incorporate various methods of teaching and storytelling for Biology and English students.

**Dixon, Michael**

Join a research expedition in the Amazon Rainforest, gaining hands-on research experience and tools to develop an engaging conservation and wildlife curriculum that connects students to the natural world and underscores the importance of protecting it.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Dixon, JoAnn**

Attend the “Mindfulness for Teachers: A Hands-on Approach” course in Dublin, Ireland, then travel to Reykjavik, Iceland, for the “AI in Education: Shaping the Classroom of Tomorrow” course, gaining insights into innovative methodologies that enhance teaching and learning in the AI era.

*Generously funded by Dalio Education.*

**Duchscherer, Kristin\***

Attend the 24th International Conference on the Education of the Deaf in Rome and, afterwards meet with school leaders and experts in the Deaf Communities of Paris, Hamburg and Örebro, Sweden, to improve visual language teaching skills and better train colleagues, parents and, above all, direct service and instructional time with students.

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**Durr, Loretta**

Engage in a language immersion program directly related to the Spanish dialects represented in the class community to empower students culturally, historically, and linguistically while jointly humanizing their families as essential stakeholders in their child's academic success.

**Edel, Heidi\***

Participate in the Vive l'expérience French Educator Program in Senegal to learn first-hand about a non-European country where French is spoken and create lessons that broaden student perspectives.

*Generously funded by Dalio Education.*

**Elliott, Julie**

Research across Peru how traditional textile techniques can lead to economic development and, more specifically, how can a group of people use the art practice of weaving to build economic wealth for their community to create a unit that asks students to work as a co-op in order to create and collaborate for the collective good.

*Generously funded by The Saint Paul and Minnesota Foundation.*

**Elliott, Jessica\***

Embark on a self-directed research study of Maine's marine ecosystems, maritime astronomy, and history through the use of ham radios and drones, followed by participation in the Teacher Institute for Watershed Science and Conservation at The Ecology School in Saco, ME, to connect rural students with a broader world and instill a lifelong sense of curiosity, stewardship, and exploration.

*Generously funded by the Maxwell Hanrahan Foundation.*

**El-Turky, Marwa**

Explore in Algeria and Morocco how North African Arabs' identity was shaped by postcolonial France and French influence, then compare those findings with North Africans living in Paris to better understand individuals from different generations and genders and teach about evolving socio-cultural identities.

**Evans, Rick**

Explore the cultural, historical and economic impact of the Silk Road through Kyrgyzstan, Kazakhstan, Uzbekistan, Tajikistan, and Turkmenistan to design a global history curriculum, create professional development resources, and inspire student-led interdisciplinary projects that foster global awareness.

**Faga, Laura\***

Participate in the Vive l'expérience French Educator Program in Senegal to learn first-hand about a

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non-European country where French is spoken and create lessons that broaden student perspectives.

*Generously funded by Dalio Education.*

### **Farrand, Heidi**

Participate in a language immersion course at Hispania Escuela de Español in Valencia, Spain to improve communication with Spanish speaking students and families, explore linguistic strategies for teaching in a multilingual classroom, and study Valencian folkloric dances and popular music to create culturally relevant music lessons.

### **Fehr, Jeff**

Research across England and Scotland sites relevant to the Magna Carta to deepen the integration of experiential and project-based learning in social studies, with a focus on making historical concepts meaningful and relatable for students by linking the past to current issues around rights, governance, and justice.

### **Fisher, Ryan\***

Participate in a Spanish-language immersion program that includes a homestay in Bucaramanga, Colombia, followed by a guided tour to Teyuna (an archaeological site said to predate Machu Picchu by 650 years) to more effectively support our multilingual learners academically, socially, and emotionally.

*Generously funded by Dalio Education.*

### **Fisher, Jessica\***

Participate in a Spanish-language immersion program that includes a homestay in Bucaramanga, Colombia, followed by a guided tour to Teyuna (an archaeological site said to predate Machu Picchu by 650 years) to more effectively support our multilingual learners academically, socially, and emotionally.

*Generously funded by Dalio Education.*

### **Fisher, Susie**

Research sustainability best practices in Switzerland, Norway and Iceland, to experience of some of the world's most innovative sustainability practices and inspire students to be the world's next climate change-makers.

*Generously funded by the John P. Ellbogen Foundation.*

### **Fitzpatrick, Catherine**

Participate in a Shinrin Yoku (forest bathing) retreat and train as a forest bathing guide in Barga, Italy to introduce this mindfulness practice to the school community and support students' mental,

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emotional, and physical health so they may thrive in life choices and journeys.

**Fleury, Victoria\***

Attend the 24th International Conference on the Education of the Deaf in Rome and, afterwards meet with school leaders and experts in the Deaf Communities of Paris, Hamburg and Örebro, Sweden, to improve visual language teaching skills and better train colleagues, parents and, above all, direct service and instructional time with students.

*Generously funded by Dalio Education.*

**Flores, Maryclare**

Enroll in the Proyecto Linguistico Quetzalteco in Guatemala, then apply developed language skills during an independent tour of the Dominican Republic to gain experience with a dialect shared with many students and bolster existing Social Studies Units that study Hispanic and Latine countries, colonization, Christopher Columbus, Indigenous groups, such as the Taino people.

**Forbes, Janet**

Embark on a study tour of German vocational education in Hesse and Bavaria, meeting with schools, teachers, and students, to implement teaching practices that enhance trade instruction for English language learners through a student-centered approach.

*Generously funded by Dalio Education.*

**Ford, Matthew\***

Leveraging the United Nations' 17 Sustainable Development Goals as a framework, explore various facets of the relationship between humanity and the natural environment in Norway and Spain to help students understand that the choices we made in a rural Montana community can have a profound impact on global ecosystems and societies.

**Forte, Brian**

Research in Portugal origins of the transatlantic slave trade and how it became a blueprint for the American slave trade and, more importantly, how this country has made a concerted effort to confront its past through government programs and education.

*Generously funded by Dalio Education.*

**Fox, Maria**

Explore sustainability initiatives in Palau while developing unique immersive learning experiences in Augmented and Virtual Reality to engage various content area teachers and students in the Technology Lab who explore science and social studies curriculum concepts.

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**Freed, Jessica\***

Examine through the lens of art and culture the multifaceted perspectives of political and economic revolutions in China, Vietnam, and Cambodia to develop a culturally responsive curriculum that fosters critical thinking and an appreciation of multiple perspectives.

**Frenis, Amy\***

Explore an array of multicultural expressions of tribal communities across Northern, Coastal and Sub-Saharan Africa to encourage more authentic learning for underrepresented voices, bridge curriculum gaps and provide insight into the diverse tapestries of Africa.

*Generously funded by Dalio Education.*

**Fryer, Christine\***

Learn from Alaskan elders, community leaders, and students about restorative justice practices, cultural reclamation, and belonging to replicate successful cultural identity-affirming practices in the school community.

**Fuller-Mulloy, Allison**

Embark on an educational journey through Vietnam & Cambodia, focusing on Southeast Asian arts, architecture, & culture, to deepen understanding of diverse artistic voices and enrich an art curriculum with more globally relevant content.

**Gaines, Brian**

Collaborate with science teachers at the Bilingual High School of Dakar in Senegal to learn more about West African and Muslim culture and return with best practices for teaching science to culturally diverse bilingual students in a classroom environment that is inclusive of all.

**Galvan, Andrea**

Enroll in Spain's University of Valladolid for an immersive language, academic, and cultural experience to deepen expertise and understanding in teaching regional linguistic variations and cultural practices within the Spanish-speaking world, particularly those specific to Spain.

**Garcia, Kelsey\***

Research at Gallaudet, American School for the Deaf and Rochester Institute for the Deaf best practices for enriching education, fostering culture, and strengthen community connections for Deaf/Hard of Hearing students and bridge the gap between Deaf and hearing worlds.

**Garcia, Alicia\***

Research historical and contemporary indigenous people in five regions of Peru to develop opportunities for students to compare and contrast this culture with lives of American Indians in the

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United States.

*Generously funded by The Saint Paul and Minnesota Foundation.*

**Garrett, Kristy**

Attend Confratute at the University of Connecticut -- the longest-running summer institute dedicated to strength-based and enrichment-focused teaching for gifted and talented students, to cultivate a classroom and district-wide environment where students are intellectually challenged, deeply engaged, and empowered to develop their unique strengths and talents.

**Gayle, Maegan\***

Participate in Steve Spangler's Science of Iceland program, exploring volcanoes, glaciers, geothermal systems, and sustainable cities, to enhance STEM instruction and inspire students to address global environmental challenges through hands-on, real-world learning.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Gaytan, Norma**

Learn about traditional and contemporary Mayan embroidery and textile techniques in Guatemala and Yucatan, Mexico, to create a hands-on textile art unit that instills in immigrant students a sense of pride in their indigenous heritage and a connection with their roots.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Geffken, Nicole**

Become immersed in the Incan culture of Peru by exploring its history, architecture, religion, urban development to create hands-on learning experiences that align with the first grade Core Knowledge Language Arts curriculums' focus on Early American Civilization.

*Generously funded by Dalio Education.*

**Geffken, Melissa\***

Observe in Kyoto and Tokyo Japan's melding of technological advancements and cultural heritage with experts in robotics, education, and cultural studies to continue building robotics programs that meet the diverse needs of students who thrive on interactive, kinesthetic learning experiences.

*Generously funded by Dalio Education.*

**Gilday, Michael\***

Observe in Kyoto and Tokyo Japan's melding of technological advancements and cultural heritage with experts in robotics, education, and cultural studies to continue building robotics programs that meet the diverse needs of students who thrive on interactive, kinesthetic learning experiences.

*Generously funded by Dalio Education.*

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**Glasgow, Adrienne\***

Explore the African American experience across five states in the Deep South to develop expertise teaching complex and accurate historical narratives and develop opportunities for students to connect historical knowledge with current events and use their imaginations to make changes they wish to see in the world.

**Gottesman, Esther**

Learn to perform Kamishibai, "paper plays" where a storyteller uses large paper cards to illustrate a story as they tell it orally, and implement the strategy with students, especially English Language Learners and those with learning needs.

**Grigsby, Reginald**

Lead a one-month summer immersion workshop in Accra, Ghana, connecting high school students to the African Diaspora, to deepen personal understanding of African and diaspora connections and foster a holistic cultural perspective back in the classroom.

**Grove, Cheryl\***

Participate in the Broadway Teachers Workshop in New York City to develop skills in the areas of stagecraft, management, and musical theater to create meaningful opportunities for students of all backgrounds to discover their talents and passions, and build career-ready skills through the arts.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Grymes, Anne**

Investigate and retrace the anti-Pacific Islander immigrant movement of the 1970s by conducting fieldwork in Auckland, New Zealand, and its surrounding communities, ultimately facilitating a historical and cultural comparison with modern-day migrant challenges in America.

**Gualinga Quintana, Wendy**

Traverse Australia's diverse landscapes while documenting innovative conservation efforts to gain knowledge and resources for nurturing the next generation of environmental stewards to take meaningful action.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Guy, Angela**

Enroll in The Educator Academy in the Amazon Rainforest to learn about this global ecosystem through the lens of environmental science and the arts to better meet the diverse needs of students who may excel in creative fields but find traditional academic subjects more challenging.

*Generously funded by the Maxwell Hanrahan Foundation.*

\*Denotes a team fellowship.

**Hadac, Alice\***

Volunteer at a wildlife rescue and rehabilitation sanctuary in Johannesburg, South Africa that specializes in the care and release of injured and orphaned baby rhinos to document conservation efforts aimed at protecting endangered species and implement a unit that enhances students' understanding of the interconnectedness of biodiversity, climate change, and human activity. *Generously funded by the Maxwell Hanrahan Foundation.*

**Halblander, Christine\***

Use student-formulated inquiry questions to explore how sustainability efforts in Denmark and Germany can be applied to the school community's lowered energy consumption, increased healthy food options, reduced waste and more sustainable transportation choices.

**Hall, Margaret**

Enroll in Vive l'expérience, a 12-day cultural immersion experience for French teachers with Senegalese students, professors, experts and families to demonstrate how the Francophile world extends beyond France and honor the African heritage of a large percentage of students.

**Harmon, Travis**

Experience Greece's historical sites, such as the Acropolis, Delphi, Olympia, and Sparta, to deepen understanding of Grecian architecture, mythology, philosophy, and history to make ancient history tangible and relevant to a diverse range of students.

**Harris, Wendy**

Experience historic, religious, and cultural sites at the intersection of the Silk Roads in Kazakhstan and Uzbekistan to deepen content knowledge of Central Asia, develop lessons for new social studies standards in history, economics and geography and increase empathy for students' experiences in navigating unfamiliar languages and cultures to accomplish daily tasks.

**Harrison, Christine**

Study at Menéndez Pelayo International University in Spain while exploring southern Spain and Morocco to enhance personal fluency and deepen understanding of the rich history and traditions that define Spanish-speaking cultures.

**Hart, Misty**

Study the practice, history and philosophy of Sumi-e with experts throughout Japan to see how this art form influences contemporary art and media and introduce the practice that encourages mindfulness and embracing errors.

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**Harter, Susan**

Explore the culture of Peru and the history of the Inca Empire while volunteering with an educational nonprofit in Cusco to better understand Latina American students and add much needed Hispanic representation to curricula across multiple subjects.

**Harzer, Judith**

Learn the fundamental techniques and sustainable practices of ancestral Peruvian weaving by attending an intensive workshop with Master Weaver Maximo Laura to integrate into an arts curriculum craft with environmental consciousness using an upcycling approach that weaves disposable textiles and found objects.

**Hayes, Anthony**

Explore museums, cultural sites, and landmarks dedicated to Black and Indigenous histories and social justice in Pittsburgh, Washington DC, New York City, Boston, Montreal, Toronto, and Detroit, to create robust learning that inspires students to think critically, empathize deeply, and take pride in their cultural heritage.

*Generously funded by the Martha Holden Jennings Foundation.*

**Held, Johanna\***

Become immersed in Greek drama, mythology, and history in key locations like Athens, the Theatre of Dionysus, and Delphi to enrich lessons with authentic content that fosters critical thinking, inquiry-based learning, and meaningful connections to universal themes in classic texts.

*Generously funded by The Ford Family Foundation.*

**Henriques, Deidre**

Attend The International Conference on Education and Technology in Copenhagen, accompanied by related workshops, school visits and meetings with Scandinavian experts in language acquisition strategies for alternative education, to create equitable approaches for developing language skills that empower the potential of all learners.

*Generously funded by Dalio Education.*

**Henry-Patt, Sarah**

Explore across Greece the cultural and historical origins of mythology, with an additional emphasis on architectural contributions that exemplify key concepts in geometry, for a comparative study alongside Native American origin stories that supports 4th-grade literacy standards.

*Generously funded by The Ford Family Foundation.*

**Hinrichs, Amanda**

Research New Zealand's Maori culture by visiting museums, cultural performances, and villages,

\*Denotes a team fellowship.

while also consulting with play-based learning experts, to integrate this approach combined with Maori song and dance into a music curriculum.

*Generously funded by Dalio Education.*

### **Hinton, Marci\***

Explore an array of multicultural expressions of tribal communities across Northern, Coastal and Sub-Saharan Africa to encourage more authentic learning for underrepresented voices, bridge curriculum gaps and provide insight into the diverse tapestries of Africa.

*Generously funded by Dalio Education.*

### **Holden, Matthew\***

Participate in the Global Exploration for Educators Organization Kenya 2025 Expedition, which includes wildlife safaris and immersive cultural experiences with indigenous communities, to create authentic student experiences focused on the cultural significance of environmental conservation.

### **Holland, Deborah**

Research in Sri Lanka the history, culture, and inspiration for the great Hindu, epic poem, "The Ramayana" to highlight the Hindu, Buddhist, Jainist, and Muslim faiths of in world religions units.

### **Hope, Marisa**

Study biodiversity, species adaptation, and conservation in the Galápagos Islands to develop NGSS/FSS-aligned lessons that connect global ecological challenges to local issues in a way that fosters critical thinking and environmental stewardship in future students.

*Generously funded by the Maxwell Hanrahan Foundation.*

### **Howard, Bonnie**

Document the cultures of Vietnam and Thailand through photos, stories, and vlogs to create a cross-curricular writing unit that encourages students crafting of personal narratives in a manner that fosters creativity, empathy, and global awareness in the classroom.

### **Hsiang, Sara**

Explore the learning and instruction of Code.org's introductory computer-coding curriculum in urban Tanzania and Kenya to strengthen personal competency with the curriculum and instill in students a greater sense of responsibility for their learning and empathy for peers learning the same lessons without their own computers or trained teachers.

*Generously funded by Dalio Education.*

### **Ingram, Heather**

Explore Afro-Mexican history and culture across Mexico City, Vera Cruz, and Guerrero to more fully provide learners, both Black and Brown, with content that is personal and academic.

\*Denotes a team fellowship.

**Inman, Sheila\***

Attend the Europass Teacher Academy's Project Based Learning for Primary School training in Florence, Italy, to learn new and unique ways to foster a learning environment that is encouraging to the young learner.

**Insley, Shari\***

Document the diverse geological features of Iceland's untouched wilderness to enhance climate and earth science instruction that excites and engages elementary through high school students.

*Generously funded by the Martha Holden Jennings Foundation.*

**Jacks, Audrey\***

Participate in the Nonviolent Communication (NVC) conference in Sao Paulo, Brazil, to learn strategies for helping students feel safe amid local gun violence and inform a youth forum on the impact of gun violence on students, parents and community members.

**Johnson, Pamela\***

Participate in the Nonviolent Communication (NVC) conference in Sao Paulo, Brazil, to learn strategies for helping students feel safe amid local gun violence and inform a youth forum on the impact of gun violence on students, parents and community members.

**Johnson, Prince**

Study Tokyo's urbanization, Kyoto's cultural landscapes, and Hiroshima's history to create lessons connecting Japan's geography and history and foster students' global awareness and critical thinking.

**Jordan, Quelina**

Embark on an academic and cultural exchange tour of Ghana's Ashanti (Kumasi), Central (Cape Coast) & Greater Accra regions' educational infrastructure by sharing pedagogies that enhance learning for all and foster global collaboration by developing connectedness for students in the US and Ghana.

*Generously funded by the Martha Holden Jennings Foundation.*

**Junkins, Minette**

Experience in Bogotá, Colombia an immersive workshop providing Spanish language development and teacher training with specialized workshops on effective teaching methods, social-emotional learning, and well-being to create joyful, effective classroom environments.

*Generously funded by Dalio Education.*

\*Denotes a team fellowship.

**Kalish, Samantha**

Document Argentinian and Brazilian interpretation of the cultural significance of immigration to create a case-study curriculum using artifacts and interviews that compare and contrast immigrant experiences and the role of museums.

**Karakoc, Kulsoom\***

Digitally document in Turkey, Greece, and Egypt the impact of storytelling and technology on the education of adolescents over the last two millennia to incorporate various methods of teaching and storytelling for Biology and English students.

**Kasai, Maki\***

Join the Ecology Project International expedition to Ecuador's Amazon Rainforest to create a vertically aligned, culturally-sustaining, STEM-based curriculum that provides Newcomer Students with a more equitable and inclusive education that also celebrates the incredible diversity they bring to the school community.

**Kelterborn, Anne**

Enroll in the Bard College Institute for Writing and Thinking to develop reflective reading and writing strategies, and afterwards the Omega Institute's "Medicinal Tea Meditation and Somatic Herbalism" course to deepen personal understanding of herbal medicine and support a Food and Literature course that explore food, identity, healing, and politics.

**Khoshab, Nastaran**

In collaboration with an immigration defense attorney, capture personal stories of newly arrived immigrant students, specifically their experiences with the immigration courts & the process of seeking asylum, to create a storytelling curriculum that incorporates the development of podcast episodes.

**Kimble, Joshua**

Enroll in Colonial Williamsburg's Teacher Institute and the Mount Vernon Teacher Institute to create a curriculum rooted in the Historical Triangle of Colonial Williamsburg, Jamestown, and Yorktown that encourages students to think critically about how America was built, Native American communities, the topic of slavery, and how all of the related people, ideas, and cultures have shaped who we are as a nation today.

*Generously funded by The Ford Family Foundation.*

**King, Sierra**

Enroll in the Project Based Learning for Primary School training at the Europass Teacher Academy in Florence, then explore Renaissance art and culture through private art lessons, workshops, and

\*Denotes a team fellowship.

cultural tours to enhance art instruction with lessons that inspire student creativity, connect global art history to classroom projects, and deepen students' awareness of culture's impact on visual arts. *Generously funded by the Maxwell Hanrahan Foundation.*

**Koch, Paula\***

Leveraging the United Nations' 17 Sustainable Development Goals as a framework, explore various facets of the relationship between humanity and the natural environment in Norway and Spain to help students understand that the choices we made in a rural Montana community can have a profound impact on global ecosystems and societies.

**Kocur, Jody**

Join the Jewish Community Relations Council of MN and the Dakotas (JCRC) study in Austria, Poland and Italy through "The Power of Place: 2025 JCRC European Summer Institute for Holocaust Educators" to explore historical sites to better understand the events of the Holocaust and WWII. *Generously funded by The Saint Paul and Minnesota Foundation.*

**Kooyer, Joy**

Become immersed in the Scandinavian settings of the novel "Number the Stars" to create a project-based learning experience that considers parallels between the World War II era of the book and injustices happening today.

**Koppelman, Kevin\***

Research in Greece how ideas of this ancient civilization led to a demand for citizen participation in government, and how these ideas continue to matter in today's free societies to design learning that creates citizens who take a proactive role in their government and in preserving world democracy.

**Koppelman, Rhonda\***

Research in Greece how ideas of this ancient civilization led to a demand for citizen participation in government, and how these ideas continue to matter in today's free societies to design learning that creates citizens who take a proactive role in their government and in preserving world democracy.

**Kortis, Larissa**

Enroll in the Institute for Second Language Acquisition in San Juan, Puerto Rico, to expand personal language and cultural competencies and support students' communication skills and further support their connections with peers through experience sharing.

**Kowalski, Melissa\***

Document the diverse geological features of Iceland's untouched wilderness to enhance climate and

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earth science instruction that excites and engages elementary through high school students.  
*Generously funded by the Martha Holden Jennings Foundation.*

**Krissie, Nicholas**

Participate in the "Hooked on Science" professional development course in Yellowstone National Park and assist Yellowstone biologists in their study of fish movement and population dynamics through the Floy Tag Citizen Science Program to create engaging middle school lessons on ecosystems, physics, and conservation that are tailored to students' love of fishing.  
*Generously funded by The Ford Family Foundation.*

**Kuhbander, Anne**

Participate in workshops teaching languages through stories and myths, engage with professional storytellers on developing multisensory storytelling skills, and attend storytelling events across Ireland and Scotland to learn how storytelling can be used as a pedagogical device with young students.

**Lai, Yen-I**

Research in Helsinki Finland's education model, focusing on factors such as equality, teacher autonomy, and minimal standardized testing to integrate strategies into a Mandarin world language class with an emphasis on fostering curiosity, empathy, and critical thinking.

**Laman, Sheri**

Join the New Jersey Commission on Holocaust Education Summer Seminar to the Infamous Sites of the Holocaust" in Germany, the Netherlands, Poland and Slovakia to gain firsthand insights for creating lessons fostering empathy, promoting tolerance, and supporting the district's mandated Holocaust curriculum.

**Lamb, Crystal\***

Examine through the lens of art and culture the multifaceted perspectives of political and economic revolutions in China, Vietnam, and Cambodia to develop a culturally responsive curriculum that fosters critical thinking and an appreciation of multiple perspectives.

**Langley, Rachel\***

Learn about Hawaiian traditions and history while experiencing that unique ecosystem to create interdisciplinary projects exploring cultural preservation and comparing Indigenous Hawaiian peoples and Oklahoma's Native American communities.

**Larson, Annette\***

Become immersed in Costa Rica on a National Geographic expedition that includes participation in

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community programs with the Monteverde Institute, coffee cooperatives for communities, and cooking a traditional dinner with a local family to bridge cultural gaps between Black students and a growing Hispanic and Biracial population through new cross-curricular, multi-grade projects.

*Generously funded by the Martha Holden Jennings Foundation.*

**Lavallee, Amie\***

Explore ancient artifacts of Greece to inspire curiosity, questions, and a global mindset rooted in appreciation for Greek mythology and student motivation to connect personally with their own histories.

*Generously funded by Dalio Education.*

**Lavery-Thompson, Trevor**

Participate in the Mid-European Wind Band Conducting Workshop in Schladming, Austria, and afterwards research Vienna's music history and perform in a community band in St. Gervais, France, to improve conducting skills and learn best practices for music education from European peers.

*Generously funded by The Ford Family Foundation.*

**Lawyer, Rachel\***

Participate in the Broadway Teachers Workshop in New York City to develop skills in the areas of stagecraft, management, and musical theater to create meaningful opportunities for students of all backgrounds to discover their talents and passions, and build career-ready skills through the arts.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Leahy, Amy\***

Deepen personal understanding of Ancient Greek culture, history, geography, economics, and politics to contextualize this civilization's contributions to the modern world in a way that helps students connect the ancient world to their own lives.

*Generously funded by the Martha Holden Jennings Foundation.*

**Lee, Choua\***

Attend the International Symposium of Adapted Physical Activity in Ireland, which is joining forces with Special Olympics International and Special Olympics Ireland, learning about the inclusion of people with intellectual disabilities at all stages of research and intervention design, implementation, and evaluation, to inform an inner-city high school Unified PE that provides a unique opportunity for students with and without disabilities.

*Generously funded by The Saint Paul and Minnesota Foundation.*

**Lees, Maria**

Enroll in the Acontatto Scuola di Lingue e Formazione in Malcesine, Italy, to explore the PDL method--an innovative approach to language acquisition rooted in psychodrama principles; then

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experience an English immersion summer camp for elementary-age children in Valencia, Spain to inspire a dynamic curriculum using outdoor learning, playscapes, and drama, while fostering cultural connections in the community.

**Lemke, Alyssa\***

Navigate Iceland's Golden Circle, lagoons, geysers and volcanoes to gain a deeper understanding of how climate impacts erosion and support students' questions related to climate change and earth's features with real world experiences, first-hand examples and artifacts.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Lennon, Maryann\***

Attend the Grand Ball of Europe Festival in Gennetines, France and explore Paris' artistic heritage to learn international folk dances and build a program that prioritizes the physical, social-emotional and cultural well-being of students.

*Generously funded by Dalio Education.*

**Letellier, Katherine**

Enroll in an intensive summer French language immersion/home stay program at the French Language and Cultural Institute in Lyon to deepen knowledge of French language, culture and culinary traditions and create an authentic contemporary classroom experience for language students.

*Generously funded by Dalio Education.*

**Lewis, Jocelyn\***

Explore the connection between biology & computer science through Portugal & Spain's cultural heritage, specifically azulejos & natural patterns, to develop interdisciplinary projects showcasing algorithms and biological growth models.

**Long, Kelli**

Join an educators' expedition across Spain -- experiencing its history, language, art, food, dance and culture -- to bridge the gap between students' cultures and the culture of Spain.

*Generously funded by The Ford Family Foundation.*

**Looman, Teresea\***

Attend the North American Reggio Emilia Alliance Summer Conference, which includes a full-day study tour of the Boulder Journey School, to build a program that supports students' strengths and interests, affirms and reflects their diverse cultural identities, and meets their specific needs.

\*Denotes a team fellowship.

**Lopez, Sandy\***

Explore local and global histories focusing on Indigenous peoples' experiences and activism in Puerto Rico and the Dominican Republic (the home countries of the majority of the student population) to deepen students' understanding of community and identity.

**Loughrey, Abigail**

Participate in the Teaching for Artistic Behavior (TAB) Institute at MassArt in Boston, specifically on using printmaking to explore the artmaking process, to help students persist on a longer-term project despite failing on the first attempt.

**Lynch, Erin\***

Study ancient and modern Maya Indigenous foodways and cultural practices in Mexico, Guatemala, and Belize to understand how Indigenous cultures thrive and adapt and enrich the teaching of cultural continuity in local Indigenous communities.

**Lytle, Levon**

Attend the 2025 Quality Teaching for English Learners Institute in O'ahu, Hawaii and enroll in the "Building the Base: Secondary Science" course to improve instruction for English Learners.

**MacConnell, Michael**

Observe Italy's inclusive education practices (birthplace of Reggio Emilia Approach) and research the therapeutic role of art for students with disabilities to provide them with the tools for self-expression, self-regulation, and social connections, which will directly impact their overall success.

**Magnavice, Jennifer**

Join a women-only backpacking journey from Landmannalugar to Thorsmork, Iceland, to explore glacier-fed lakes, waterfalls, towering shards of obsidian, and multiple geo-thermal features and create Earth Science and Climate Change units that emphasize our impact on the planet and future career opportunities for negating our carbon footprint.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Maisonet-Medina, Lucía\***

Explore local and global histories focusing on Indigenous peoples' experiences and activism in Puerto Rico and the Dominican Republic (the home countries of the majority of the student population) to deepen students' understanding of community and identity.

**Malone, Amber\***

Document examples of street art as a means of social and political activism in New York, London, and Belfast to inspire students to work collaboratively on murals as a means of amplifying their

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voices about important social issues.

**Malone, Gary\***

Document examples of street art as a means of social and political activism in New York, London, and Belfast to inspire students to work collaboratively on murals as a means of amplifying their voices about important social issues.

**Manning, Sophia\***

Complete the Galapagos Educator Course through "Ecology Project International" to explore biodiversity and the impacts that a changing climate and human activity can have on the local ecosystem, and gain insight into what conservation efforts are being used in order to spark engagement and creativity on student climate and environmental projects.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Manuel, Savannah**

Attend the Biannual European Federation of Art Therapy conference in London, followed by enrolling in an art class in Florence, Italy to develop a deeper understanding of art-based therapeutic approaches and their integration into Social and Emotional Learning in a school setting.

**Mapps, Adrienne**

Complete an immersion experience in Medellin, Colombia, to cultivate personal linguistic skills and cultural understanding that will foster students' creativity without being hindered by a language barrier.

**Marrero-Crespo, Wilma**

Document Incan engineering at Machu Picchu to integrate math and cultural learning into a student project that bridges ancient achievements with modern learning through the construction of scaled models that enhance math skills and inspire cultural pride and understanding.

**Martell, Steven\***

Embark on a self-directed research study of Maine's marine ecosystems, maritime astronomy, and history through the use of ham radios and drones, followed by participation in the Teacher Institute for Watershed Science and Conservation at The Ecology School in Saco, ME, to connect rural students with a broader world and instill a lifelong sense of curiosity, stewardship, and exploration.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Martin, Megan\***

Experience Puerto Rico's art, music, food and the language of the Isla del Encanto alongside fellow Spanish teachers to build a culturally rich curriculum and community connections aimed at

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increasing students' cultural competency.

*Generously funded by Dalio Education.*

**Martin, Sarah\***

Attend the North American Reggio Emilia Alliance Summer Conference, which includes a full-day study tour of the Boulder Journey School, to build a program that supports students' strengths and interests, affirms and reflects their diverse cultural identities, and meets their specific needs.

**Martin Byrd, Krystle\***

Experience Portugal's historical sites, museums, and archives related to the African slave trade and its lasting impact on global history to gain firsthand insights into how this history is preserved/interpreted and help students (many of whom share a heritage impacted by immigration and colonization) critically analyze global history and its modern implications.

**Maynard, Rebecca\***

Participate in the Global Exploration for Educators Organization Kenya 2025 Expedition, which includes wildlife safaris and immersive cultural experiences with indigenous communities, to create authentic student experiences focused on the cultural significance of environmental conservation.

**Mays, Kari**

Collect data on Costa Rica's bird populations to build linear models that aid students in the skill of data collection and analyzation, inspire them to apply mathematics to nature, and inject culturally relevant information that's relatable to the Hispanic student population.

*Generously funded by the Maxwell Hanrahan Foundation.*

**McCormick, Anna**

Complete language and cultural immersion courses at Intercultura Costa Rica in Heredia to develop personal proficiencies and learn from dual language education experts best practices for better serving the student population.

*Generously funded by Dalio Education.*

**McDonald, Kevin**

Explore ecological succession, heat islands, and vegetative cover across iconic U.S. ecosystems using a PocketLab Air and infrared camera to collect and analyze field data that will enrich environmental science lessons with real-world insights and hands-on learning opportunities.

*Generously funded by the Maxwell Hanrahan Foundation.*

**McGhee-Esquivel, Christina\***

Join the Ecology Project International expedition to Ecuador's Amazon Rainforest to create a vertically aligned, culturally-sustaining, STEM-based curriculum that provides Newcomer Students

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with a more equitable and inclusive education that also celebrates the incredible diversity they bring to the school community.

**McGuire, Laura**

Research across Amsterdam, Brussels, and Normandy how ordinary people completed extraordinary feats during World War II to further develop Holocaust literature units that underscore that students' everyday actions can create change.

**McLaughlin, Susan**

Examine in Nepal the Bhutanese refugee experiences to create a culturally sustaining curriculum that validates students' identities, fosters empathy, confronts biases and empowers students to share their stories in an interdisciplinary manner.

*Generously funded by the Martha Holden Jennings Foundation.*

**McMillan, Patricia\***

Experience across Eastern Europe sites related to Ann Frank's life to help students foster a deeper understanding and appreciation of her diary and historical and cultural events leading to her death.

*Generously funded by the Martha Holden Jennings Foundation.*

**McMillen, Anna\***

Participate in Steve Spangler's Science of Iceland program, exploring volcanoes, glaciers, geothermal systems, and sustainable cities, to enhance STEM instruction and inspire students to address global environmental challenges through hands-on, real-world learning.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Menkens, John**

Become immersed in the Chilean indigenous community of the Rapanui people through a school visit and filming their agricultural practice of lithic mulching to lay the groundwork for students to try their hands in a community urban farm program.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Merrill, Cara**

Research across Poland the impacts of both World War II and the Holocaust on that area to help middle school students understand the need for tolerance and acceptance in a world where this is limited.

**Metzler, Jennifer**

Participate in The Morpho Institute Educator Academy in the Peruvian Amazon to practice field study techniques alongside scientists and peers while making cross-cultural connections that will

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better prepare students as citizen scientists and activists.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Meyer, Amy\***

Deepen personal understanding of Ancient Greek culture, history, geography, economics, and politics to contextualize this civilization's contributions to the modern world in a way that helps students connect the ancient world to their own lives.

*Generously funded by the Martha Holden Jennings Foundation.*

**Miao, Lily**

Study clowning at the Ecole Phillippe Gaulier in Etampes, France, to learn methods for cultivating a playful, authentic, vulnerable and collaborative learning environment that increases student engagement and participation, especially for multilingual learners who are prone to feeling self-conscious due to language and cultural barriers.

**Mitchell, Katlyn**

Attend the Innovative School Summit in Nashville to learn strategies for reaching students with various emotional and behavioral challenges and enhancing the climate of the student, school, and community.

**Mitter-Burke, Amelia**

Enroll in intensive Spanish language study and cultural immersion through the Wiracocha School in Cusco City, Peru, to improve personal proficiency and better understand the historical, environmental, cultural and economic factors that contribute to how students see themselves and what their families know and value.

**Montenegro, Deborah**

Explore in the Galapagos Islands topics of eco-systems and evolution with Ecology Project International to foster student understanding of how local actions have global implications and emphasize the importance of cultural awareness and collaboration in addressing environmental challenges.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Moore, Leslie\***

Explore Iceland and Scotland's geology, specifically its volcanoes, plate boundaries, geothermal energy, and glacial landscapes) to create a multi-grade science unit that brings real-world lessons to rural classrooms.

*Generously funded by the Maxwell Hanrahan Foundation.*

\*Denotes a team fellowship.

**Moore, Thomas\***

Explore the African American experience across five states in the Deep South to develop expertise teaching complex and accurate historical narratives and develop opportunities for students to connect historical knowledge with current events and use their imaginations to make changes they wish to see in the world.

**Moore, Amber**

Attend the Open TESOL International Conference in Ho Chi Minh City, Vietnam focused on the theme of "Diversity, Agency, and Growth in Language Education" and engage in cultural immersion activities to better meet the needs of English Learners, including a rapidly growing population of Vietnamese newcomers.

**Mowery, DeLora**

Experience natural phenomenon across the American West in an immersive field experience that fosters a deeper understanding of geological, ecological, and physical processes to create real-world applications that inspire students and enhance their comprehension of complex scientific concepts. *Generously funded by the Maxwell Hanrahan Foundation.*

**Munsie, Erin**

Experience Dachau, Sachsenhausen, Bergen-Belsen, Buchenwald and Auschwitz through the lens of the novels "The Boy in the Striped Pajamas," "The Diary of Ann Frank," and "Night" to enhance a German language curriculum with meaningful historical and cultural nuances through storytelling. *Generously funded by the Martha Holden Jennings Foundation.*

**Murry, Melvin**

Study Aboriginal storytelling in Australia Art through museum visits, workshops, artist interactions and nonprofit engagement to integrate "dreamtime" techniques into multimodal learning that integrates oral traditions, visual storytelling, and collaborative meaning-making for students with disabilities and visual learners.

**Nahar, Samsun**

Investigate Malaysia's ecosystems, focusing on rainforests and marine environments, exploring species interdependence, habitat loss, deforestation's impact on climate change, and pollution's effect on coral bleaching, to create a culturally relevant, project-based curriculum that connects environmental issues to students' lives.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Nekolny, Jennifer\***

Use student-formulated inquiry questions to explore how sustainability efforts in Denmark and

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Germany can be applied to the school community's lowered energy consumption, increased healthy food options, reduced waste and more sustainable transportation choices.

**Nelson, Dana\***

Attend the International Symposium of Adapted Physical Activity in Ireland, which is joining forces with Special Olympics International and Special Olympics Ireland, learning about the inclusion of people with intellectual disabilities at all stages of research and intervention design, implementation, and evaluation, to inform an inner-city high school Unified PE that provides a unique opportunity for students with and without disabilities.

*Generously funded by The Saint Paul and Minnesota Foundation.*

**Neman, Joseph**

Embark on a journey through India and Nepal, similar to Lakshmi's in Patricia McCormick's book "Sold," volunteering at a shelter for victims of human trafficking and gaining a new perspective on the stories in this area of the world, to ultimately assist students in expressing their own stories and becoming change-makers in their communities.

**Nerone, Rania\***

Participate in a Spanish Immersion and cultural exchange program in Costa Rica to more effectively communicate with and proactively support an increase in refugee and newcomer families while integrating the perspective that linguistically diverse students bring to the classroom.

*Generously funded by the Martha Holden Jennings Foundation.*

**Newell, Melinda\***

Study geological phenomena and environmental sustainability in Iceland to enhance middle school earth science with real-world, globally relevant lessons that connect science and art, and strengthen 21st Century Skills such as collaboration, communication, creativity, and critical thinking.

*Generously funded by the Martha Holden Jennings Foundation.*

**Nguyen, Thuy\***

Navigate across Vietnam's three regions--Ha Noi in the North, Hoi An and Hue in the Central, and Ho Chi Minh City in the South -- to commemorate the 50th Anniversary of Saigon's fall and inform a Vietnamese Dual Language Program that bridges generational gaps, celebrates linguistic diversity, and empowers students to honor their heritage while excelling in a multilingual academic community.

**Nofsinger, Kimberly**

Explore in California's National Parks the intertwining of ecological philosophy, indigenous wisdom, and the power of awe to cultivate a digital archive of awe designed to deepen students' connection

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with nature, spotlight their interconnectivity with the Earth, and inspire them to become environmental changemakers.

*Generously funded by the Martha Holden Jennings Foundation.*

**Noreika, Stacey\***

Investigate accessibility options throughout five national parks in Utah and Wyoming to support enhancing and developing inclusive recreational activities in the local community with stakeholders of special education students, typical peers, parents, community members and local agencies.

*Generously funded by Dalio Education.*

**Novak, Kelly**

Research in Vietnam historical works of jewelry from the Dong Son Bronze Age to the contemporary era of Vietnamese Jewelry while documenting the urban and natural landscape to teach the functional, decorative, and ceremonial aspects of metalsmithing that is representative of Vietnamese students.

**Nucci, Julia\***

Explore local and global histories focusing on Indigenous peoples' experiences and activism in Puerto Rico and the Dominican Republic (the home countries of the majority of the student population) to deepen students' understanding of community and identity.

**Nussbaum, Elizabeth**

Investigate the intersection of past and present in Turkey, delving into its rich culture and history as the crossroads of civilization, to enhance a social studies curriculum, foster greater global awareness and support a substantial student population with Arab and Chaldean heritage.

**Nutt, Anne**

Explore horticultural concepts of sustainability, reciprocity, and permaculture via indigenous, regional, and cutting-edge technologies in the Netherlands and the United States, to effect the positive changes in students' experience as growers and lifelong learners whose means of communication is American Sign Language.

**Oakes, Wendy\***

Study the art of storytelling in Scotland and Ireland by attending the Fringe Festival in Edinburgh and workshop classes in Dublin to cultivate students' creative writing and oral telling of personal stories, as well as their appreciation of, and discourse on, deeper connections to literary and cultural traditions.

*Generously funded by Dalio Education.*

\*Denotes a team fellowship.

**O'Donnell, Melissa**

Explore education systems and cultural institutions across Barcelona, Madrid and Seville to validate the lived experiences of Multi Language Learners immigrating from Spain and help them build stronger connections among peers and in their new school community.

*Generously funded by Dalio Education.*

**O'Keefe, Rhonda**

Explore via an RV two national parks in the United States and Canada to analyze how the same natural landscape is utilized and preserved through ecological, cultural, and economic perspectives to model for students their own Story of Place in the local community through the same three perspectives.

**Pace, Tiffany**

Research in Athens, Greece the influence of Ancient Greek on engineering, art, architecture, and innovation on modern-day STEAM through classes, tours, cultural experiences, and a workshop to build global competency and create authentic K-5 Greek-inspired STEAM challenges.

**Pahl, Jessica**

Research in Helsinki, Mikelli and Turku more about the Finnish educational focus on holistic education and the whole child to help students grow into mindful individuals who are not defined by their disabilities but have an internal toolbox that helps them cope and be their own, incredible selves.

*Generously funded by the Martha Holden Jennings Foundation.*

**Parks, Renita**

Explore across Zimbabwe the legacy of the Shona people, historical significance of Great Zimbabwe, and contemporary cultural expressions to develop in students a broader perspective on how these contexts shape communities and inspire them to appreciate the diversity within their own identities and histories.

**Patt, Ian\***

Become immersed in Greek drama, mythology, and history in key locations like Athens, the Theatre of Dionysus, and Delphi to enrich lessons with authentic content that fosters critical thinking, inquiry-based learning, and meaningful connections to universal themes in classic texts.

*Generously funded by The Ford Family Foundation.*

**Pattison, Julie\***

Study the history of London's theater scene, specifically musical theater, to learn from experts in the field how this art form can improve student achievement in their future life endeavors and personal

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ownership and growth.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Pavletich, Lauren**

Embark on National Geographic's "Journey: Discover New Zealand" to explore the relationship between geological formations, ecosystems, and culture to chemistry and create a series of engaging lessons for culturally diverse students in an urban classroom.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Pearson, Aimee\***

Explore Iceland and Scotland's geology, specifically its volcanoes, plate boundaries, geothermal energy, and glacial landscapes) to create a multi-grade science unit that brings real-world lessons to rural classrooms.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Perez, Paloma**

Delve into the vibrant cultures in Osaka, Tokyo and Hiroshima, Japan, through independent tours and school visits, to learn about the values, traditions, and the educational systems that shaped the heritage of 38% of the school's special education multilingual learners.

*Generously funded by Dalio Education.*

**Perry, Michelle\***

Research at Gallaudet, American School for the Deaf and Rochester Institute for the Deaf best practices for enriching education, fostering culture, and strengthen community connections for Deaf/Hard of Hearing students and bridge the gap between Deaf and hearing worlds.

**Persun, Christine**

Research the relationship between Renaissance art and mathematics in Florence, Italy, to develop a curriculum unit that will culminate in a student-created artwork that demonstrates mathematical principles and fosters interdisciplinary learning and appreciation of both subjects.

**Peterson-Kidd, Lalena\***

Collaborate with scientists conducting authentic research on Pando--the world's largest living organism--at Fishlake National Forest in Utah to develop inquiry-based curriculum content and create meaningful connections between teachers, students, and the outdoors.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Petti, Krislyn\***

Explore an array of multicultural expressions of tribal communities across Northern, Coastal and Sub-Saharan Africa to encourage more authentic learning for underrepresented voices, bridge

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curriculum gaps and provide insight into the diverse tapestries of Africa.

*Generously funded by Dalio Education.*

**Pettit, Mary Ellen**

Research Ireland's National Health Care System, including its effects on both patients and healthcare providers, to enlighten students with a global perspective on healthcare and motivate them to work toward a more productive and empathetic U.S. healthcare system.

*Generously funded by Dalio Education.*

**Pfaff, Kelsey\***

Research across Japan trout and their habitats, explore marine ecosystems, and document sustainable fishing practices to enhance environmental science education and enrich the third-grade marine life literacy unit for both elementary and special education students.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Pfaff, Taylor\***

Research across Japan trout and their habitats, explore marine ecosystems, and document sustainable fishing practices to enhance environmental science education and enrich the third-grade marine life literacy unit for both elementary and special education students.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Pietro, Teresa**

Embark upon an exploration of Genoa, Italy to build Italian language skills, increase understanding of the region's culture, and research sites in order to develop a high school Italian exchange program and support the preparation of students for the intensive cultural experience.

**Pita, Marjorie\***

Explore local and global histories focusing on Indigenous peoples' experiences and activism in Puerto Rico and the Dominican Republic (the home countries of the majority of the student population) to deepen students' understanding of community and identity.

**Ponce, Adriana**

Experience the history and culture of Oaxaca, Mexico through art based workshops in ceramics, sculpture and printmaking to build a network of educators that will help students bring to life the value and practicality of creating art, and the importance of making art in a culture that does is not always accommodating to one's identity and ideas.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Ponden, Kristin**

Participate in the Kokrobitey Institute's Textile Waste Driven Design Workshop in Ghana to learn

\*Denotes a team fellowship.

how fast fashion waste streams are affecting the environment and how art and design can divert textiles from landfills to craft lessons that creatively engage students in sustainable and artistic textile recycling.

**Popa, Eugenia**

Witness the universal language of music across Vietnam, Thailand, Laos, while also observing the region's long and tumultuous political and environmental history, to better engage with ELL students and their families who emigrated from their homeland as refugees in search of a better life. *Generously funded by The Saint Paul and Minnesota Foundation.*

**Potts, Kelly\***

Research the work of refugee artists while also documenting best practices for art therapy in Brussels, Paris, Bern and Baltimore to empower English Learners with art and conversation tools to improve speaking, overall confidence, and well-being.

**Powell, Sheiree\***

Become immersed in the cultural, historical, educational and ecological landscapes of Guatemala and Belize to enhance fluency and develop resources for students in a dual language program that prioritizes global citizenship. *Generously funded by Dalio Education.*

**Pransky, Shane**

Explore Iceland's natural features that showcase how Earth changes through slow processes like glacial movement and rapid events like volcanic eruptions to bring real-world examples of Earth's dynamic processes to a 4th-grade science classroom. *Generously funded by the Martha Holden Jennings Foundation.*

**Prewett, Jocelyn\***

Attend the North American Reggio Emilia Alliance Summer Conference, which includes a full-day study tour of the Boulder Journey School, to build a program that supports students' strengths and interests, affirms and reflects their diverse cultural identities, and meets their specific needs.

**Prichard, Emily**

Learn about the United Kingdom's sustainable agricultural practices in, focusing on no-dig gardening, career education and environmental stewardship to inform the creation of a student-led, on campus garden project that provides fresh produce to students and the school community. *Generously funded by the Maxwell Hanrahan Foundation.*

**Quimby, Mykkisu**

Complete a month-long Spanish language immersion program in Panama to deepen personal

\*Denotes a team fellowship.

understanding of the language and culture and better support English Language Learners.

**Quinn, Jody\***

Navigate Iceland's Golden Circle, lagoons, geysers and volcanoes to gain a deeper understanding of how climate impacts erosion and support students' questions related to climate change and earth's features with real world experiences, first-hand examples and artifacts.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Rainer, Brandi\***

Research the work of refugee artists while also documenting best practices for art therapy in Brussels, Paris, Bern and Baltimore to empower English Learners with art and conversation tools to improve speaking, overall confidence, and well-being.

**Rakes, Erinn\***

Study the history of London's theater scene, specifically musical theater, to learn from experts in the field how this art form can improve student achievement in their future life endeavors and personal ownership and growth.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Ramirez, Jazmyn**

Investigate the link between chemistry and art by studying the chemical processes involved in Renaissance art preservation in Florence and Rome to expose students who emigrated from Spanish-speaking countries to real world applications of chemistry and facilitate conversations about works of art in their native countries.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Ramos, Mario\***

Complete a language and cultural immersion experience through the Amuata School in Cusco, Peru, to form deeper connections with students of diverse cultures and enhance a Spanish curriculum with "The 5 C's" (Communication, Cultures, Connections, Comparisons, and Communities).

*Generously funded by Dalio Education.*

**Ramos, Karina\***

Complete a language and cultural immersion experience through the Amuata School in Cusco, Peru, to form deeper connections with students of diverse cultures and enhance a Spanish curriculum with "The 5 C's" (Communication, Cultures, Connections, Comparisons, and Communities).

*Generously funded by Dalio Education.*

**Rasmussen, Anne\***

Explore the history and culture of Guatemala to develop global math stories that engage students in

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culturally relevant learning. Grow as a globally responsive educator by partnering with a Guatemalan educator to provide student-centered mathematical learning experiences through collaborative planning, co-teaching, lesson modeling, and reflection.

**Rau, Annette**

Experience the vibrant history and tradition of fiber arts across England, including a workshop at the Royal School of Needlework, to enhance skills and knowledge of embroidery and wool felting, bolster a middle school art curriculum and create a student collaboration with The Monroe County Sheep Producers.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Reeves, Darci\***

Pursue a deeper knowledge in the production of locally sourced produce and how to prepare the produce in the Skagit Valley of northwest Washington State to cultivate student interest and equip students to produce and prepare sustainable food.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Reeves, Seth\***

Pursue a deeper knowledge in the production of locally sourced produce and how to prepare the produce in the Skagit Valley of northwest Washington State to cultivate student interest and equip students to produce and prepare sustainable food.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Reid Patterson, Nia\***

Explore various aspects of the diverse Indigenous populations of Colombia, including cultures, geography, and migration patterns, to develop and enhance the curriculum and culturally responsive opportunities for all students and families throughout the school community.

**Reilly, Kim**

Attend the premier AI in Education Conference in Palermo, Italy, then attend related workshops at Delft University of Technology in the Netherlands to learn strategies for streamlining the process of personalizing instruction and meet students' diverse needs more efficiently and meet these diverse needs more efficiently and meaningfully.

*Generously funded by Dalio Education.*

**Riechel Beckham, Aimee**

Study in New Zealand Maori history and culture and learn how schools use restorative practices rooted in Maori knowledge to strengthen the training of students to lead peer mediations.

\*Denotes a team fellowship.



**Robinson, Jermaine\***

Explore the African American experience across five states in the Deep South to develop expertise teaching complex and accurate historical narratives and develop opportunities for students to connect historical knowledge with current events and use their imaginations to make changes they wish to see in the world.

**Robinson, Naima**

Learn about dance and storytelling in Indonesia to develop an engaging interdisciplinary unit supporting literacy for English Language Learners and Students with Disabilities that facilitates their sharing of experiences, changing of biased attitudes, and telling of stories.

**Rodriguez, Alina**

Study in four Japanese cities the Indigo and Shibori textile dying traditions and incorporate this ancient knowledge into a fiber arts program that empowers students with autism spectrum disorder (ASD) fosters creativity, and honors cultures and traditional craftsmanship.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Roe, Christina\***

Explore key sites in Spain where Arabic influence is most evident to showcase the richness of Spain's multicultural history and connect with the growing Arabic student population by integrating influences from their culture into the curriculum.

**Roff, Zoe**

Complete an apprenticeship with Allsorts Youth England to learn proven strategies for supporting LGBTQ youth, navigating local policies, and equipping fellow educators with skills to foster inclusive school environments.

**Rondon, Widnel**

Document in Berlin and Munich how Germany approached reconstruction after WWII to enhance history classes with comparisons to American Reconstruction after the Civil War and help students understand global historical trends and their lasting impact.

**Rose, Karen**

Attend a technical ceramic workshop in Indonesia and also participate in a local mindfulness and educational experience to support students' emotional regulation, empower their creative expression, and foster their personal growth.

**Rose, Paula**

Investigate English literature in the British Isles and attend an Oxbridge Teacher Seminar entitled

\*Denotes a team fellowship.

"Literature and the Fantastic" to make literature more engaging for students and empower them as creative writers.

**Rose, Angela\***

Research historical and contemporary indigenous people in five regions of Peru to develop opportunities for students to compare and contrast this culture with lives of American Indians in the United States.

*Generously funded by The Saint Paul and Minnesota Foundation.*

**Rotner, Emma\***

Participate in marine science fieldwork and engage in on-the-water experiences with local experts in French Polynesia to deepen personal knowledge of tropical ecosystems and contribute to the sustainability of a magnet school's theme with students.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Rush, Charles**

Experience Mexico's arts and culture through traditional crafts, contemporary art, and visual storytelling in Mexico City and Chiapas to inspire culturally rich lessons that celebrate diversity and empower students to share their stories.

**Sabilia, David\***

Participate in marine science fieldwork and engage in on-the-water experiences with local experts in French Polynesia to deepen personal knowledge of tropical ecosystems and contribute to the sustainability of a magnet school's theme with students.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Saddler, Stephen**

Study Peru's Amazon Rainforest with the Morpho Institute and, afterwards, explore Cusco, the Sacred Valley, and Machu Picchu to design a curriculum with activities that not only teach scientific concepts but also encourage students to take an active role in environmental stewardship and cultural appreciation.

**Salinas, Carol**

Explore Iceland's unique geography, as well as its Viking history and naval innovations, to create culturally relevant and hands-on Earth science lessons that connect history, geography, science, and culture, making learning more dynamic and relevant for every student.

*Generously funded by the Maxwell Hanrahan Foundation.*

\*Denotes a team fellowship.

**Saltos, Jenny\***

Explore innovative approaches to food equity, urban biodiversity, and community development in the Netherlands, Denmark, and Sweden to inspire students to design impactful solutions for real-world challenges in local communities.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Saltos, Luis\***

Explore innovative approaches to food equity, urban biodiversity, and community development in the Netherlands, Denmark, and Sweden to inspire students to design impactful solutions for real-world challenges in local communities.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Sanchez, Jazmine**

Enroll in the Florence, Italy's Sacred Art School intensive on drawing and sculpture, with field trips to art/historical sites around the city, to create a sculpture section that advances the school's visual arts program.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Sanders, Whitney**

Complete a language and cultural immersion course in Barcelona through the Europass Teacher Academy, then experience two dual-immersion schools in London to strengthen Spanish-speaking skills and gain strategies and resources to ease the transition English Learners to a new language and community.

**Sarfraz, Hiba**

Research Singapore's innovative approaches to environmental conservation and urban planning supporting its Green Plan in 2030 to teach about the world's sustainability practices and what humans can do to protect our environment for future generations.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Scala, Christina\***

Investigate accessibility options throughout five national parks in Utah and Wyoming to support enhancing and developing inclusive recreational activities in the local community with stakeholders of special education students, typical peers, parents, community members and local agencies.

*Generously funded by Dalio Education.*

**Schwarz, Amanda**

Explore science museums, nature preserves, and local cultural events in São Paulo, Rio de Janeiro, and Salvador to deepen Portuguese language skills, navigate the country authentically, and document scientific phenomena that will engage students in cross-cultural science learning and

\*Denotes a team fellowship.

question formation.

**Sekerak, Carolyn\***

Experience across Eastern Europe sites related to Ann Frank's life to help students foster a deeper understanding and appreciation of her diary and historical and cultural events leading to her death. *Generously funded by the Martha Holden Jennings Foundation.*

**Sessoms, Karley**

Attend the Innovative School Summit in Las Vegas to obtain comprehensive training on teaching SEL competencies, address learning loss and support positive behaviors.

**Sheffels, Jenai**

Attend the 2025 European Summer Institute for Holocaust Educators to experience death camps, meet with scholars, research in the Vatican archives and visit Jewish historical sites and victims' hometowns, to ultimately help students evaluate the roles individuals, groups, businesses, and citizens played in the Holocaust and throughout history.

**Shelton, Arla\***

Collect data on seven ecological zones across Hawaii to develop multi-sensory, hands-on science lessons that include STEM activities not available locally, to increase student performance and progress in Earth and Life Science studies through developing multi-sensory hands-on science lessons and enhance their understanding of the content.

**Shough, Katheryn\***

Deepen personal understanding of Ancient Greek culture, history, geography, economics, and politics to contextualize this civilization's contributions to the modern world in a way that helps students connect the ancient world to their own lives.

*Generously funded by the Martha Holden Jennings Foundation.*

**Sisson, Michelle**

Explore the historical and cultural influences of J.R. Tolkien, C.S. Lewis, William Shakespeare, the Bronte sisters, and Anne Lister across the United Kingdom to experience the landscape that inspired the voices of foundational literature and connect modern students with classic authors and experiences.

**Slater, Stacy\***

Travel the Fairy Tale Route in the Grimm Brothers' Germany and Hans Christian Andersen's Denmark to inspire hands-on STEM and literature activities that make the fairy tale experience come alive for students.

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**Smith, Suzanne\***

Explore Australia's diverse wild-life, ecosystems, rich arts, and indigenous heritage to create innovative learning opportunities that enhance the teaching of students with chronic or terminal medical conditions.

**Smith, Brian**

Research Costa Rica's exemplary sustainability model that balances economic growth with environmental stewardship across biomes to offer students hands-on experience with Geographic Information Systems and sustainable development projects that foster practical skills and innovative solutions.

**Smith, Stephanie**

Become immersed in Antigua, Guatemala and Cusco, Peru by teaching emergency workers and children every morning, taking Spanish classes in the afternoons and touring local relics and cultural sites on the weekends to deepen understanding of the diverse cultural backgrounds that shape students' identities and help them feel seen and valued, fostering a stronger sense of community in the classroom.

**Soltys, Katherine**

Join a wildlife expedition to Botswana, South Africa and Zimbabwe focused on monitoring and reducing human impacts on the environment and collecting data for analyzing the effects of climate change to inspire students to become environmental activists.

*Generously funded by Dalio Education.*

**Soto, Natalie Yasmin**

Enroll in the Europass Teacher Academy courses "Stress Relief and Well-being Strategies for Teachers" and "The Well-Being Code: Energy Tools and Mind-Body Activities for Self-Care" in Trapani, Italy, to learn strategies for supporting healthy emotional regulation practices of English for Newcomer students in an urban setting within a sanctuary city.

**Sparks, Christopher\***

Research across Cambodia the conditions that allowed genocide to unfold, its long-term effects on the economy, politics, and mental health, and how a culture can survive and flourish in the wake of such atrocity.

*Generously funded by Dalio Education.*

**Spurlock, Brittany\***

Explore Australia's diverse wild-life, ecosystems, rich arts, and indigenous heritage to create

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innovative learning opportunities that enhance the teaching of students with chronic or terminal medical conditions.

**Squiers, Kristen\***

Attend the North American Reggio Emilia Alliance Summer Conference, which includes a full-day study tour of the Boulder Journey School, to build a program that supports students' strengths and interests, affirms and reflects their diverse cultural identities, and meets their specific needs.

**Stipes, Jess**

Complete a language/cultural immersion experience at the Alliance Francaise in Saint Malo, France, to develop personal fluency and raise students' awareness of opportunities to use their language skills as they enter the workforce and through everyday encounters in a culturally diverse world.

**Stockton, Kalindi\***

Participate in a Spanish Immersion and cultural exchange program in Costa Rica to more effectively communicate with and proactively support an increase in refugee and newcomer families while integrating the perspective that linguistically diverse students bring to the classroom.

*Generously funded by the Martha Holden Jennings Foundation.*

**Stone, Selina**

Research in Buenos Aires schools' best practices for teaching English while practicing personal fluency and experiencing local culture to more effectively reach and teach ESL students arriving at school with complicated pasts, various Spanish dialects and heavy familial responsibilities.

**Streets, Carolyn**

Attend workshops through DEOW Japan in Tokyo to learn the cultural phenomenon of manga-anime, a unique Japanese art form using comic and cartoon writing, to design a specialized graphic-based novel unit to add to the established literacy curriculum.

*Generously funded by Dalio Education.*

**Stroud, Amara**

Explore Hawaii's cultural and literary heritage through the medium of traditional and contemporary storytelling to create a unit that fosters empathy and cultural awareness and culminates in a project connecting Hawaiian themes to students' own community and identity.

**Suarez, Rebecca\***

Explore key sites in Spain where Arabic influence is most evident to showcase the richness of Spain's multicultural history and connect with the growing Arabic student population by integrating influences from their culture into the curriculum.

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### **Surveski, Elaine**

Enroll in the Europass Teacher Academy courses: Hands-on Pedagogy for Early Childhood Education: From Sensory Education to First ICT (Information and Communications Technology) Uses and Art and Nature: A Sustainable Approach for All Teachers to develop tools for providing preschool students with real-life experiences that enhance their functional living skills, social-emotional development, and academic readiness while celebrating their diverse learning styles, interests, and neurodiverse needs.

*Generously funded by Dalio Education.*

### **Sutton, Wade**

Traverse Cervantes' Spain (its culture, religion, geography, architecture and history) to improve personal understanding of Spanish medieval culture, Islamic influence, and Agrarian ideals of the Iberian people and enhance students' study of Spain's preeminent novel, "Don Quixote de la Mancha."

### **Swanson, Jill**

Participate in the Fabled Writing Retreat in New Hope, PA, and the Retreats for You Micro-Memoir Retreat in Devon, England, to develop an engaging creative writing unit that deepens students' skills in writing, workshopping, and purposeful critique, while fostering a joyful, collaborative learning environment.

*Generously funded by Dalio Education.*

### **Sweeney, Shanika**

Document in four Japanese cities ancient sites that focus on Sangaku, the sacred math offering, while also exploring potential sister schools, to implement new strategies for math instruction that foster student engagement and critical thinking.

### **Sybrant, George**

Complete an immersive language/culture program at the Interactive Spanish Learning Retreat in Oaxaca, Mexico, to learn traditional Oaxaqueña recipes and techniques that enrich the school's culinary education program.

*Generously funded by The Ford Family Foundation.*

### **Szwed, Todd\***

Research across Cambodia the conditions that allowed genocide to unfold, its long-term effects on the economy, politics, and mental health, and how a culture can survive and flourish in the wake of such atrocity.

*Generously funded by Dalio Education.*

\*Denotes a team fellowship.

**Taylor, Patricia\***

Collaborate with scientists conducting authentic research on Pando--the world's largest living organism--at Fishlake National Forest in Utah to develop inquiry-based curriculum content and create meaningful connections between teachers, students, and the outdoors.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Tempesta, Olivia**

Attend the Young People's Chorus of New York City National Conductor Teacher Workshop in Santa Barbara, California to draw connections between providing access to high quality performing ensembles in rural and urban school environments, and to incorporate best teaching practices into my rural, multiage youth choirs.

**Thiam, Babacar**

Collaborate with ESL teachers in local schools in Senegal through classroom observations, professional discussions, and hands-on participation to gain insights into Senegal's unique approach to teaching English, particularly in a multilingual context where French is the official language and various Indigenous languages are spoken.

**Thomm, Casey\***

Research at Gallaudet, American School for the Deaf and Rochester Institute for the Deaf best practices for enriching education, fostering culture, and strengthen community connections for Deaf/Hard of Hearing students and bridge the gap between Deaf and hearing worlds.

**Tolani, Sagar\***

Explore the history and culture of Guatemala to develop global math stories that engage students in culturally relevant learning. Grow as a globally responsive educator by partnering with a Guatemalan educator to provide student-centered mathematical learning experiences through collaborative planning, co-teaching, lesson modeling, and reflection.

**Toledo, Jennifer**

Use Puerto Rico as a case study for how climate change is affecting regions such as the Caribbean, Central, and South America, to demonstrate for students (many of whom emigrated from these regions) the real-time impacts of climate change on places that they know.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Tran-Peou, Thu-Hang\***

Navigate across Vietnam's three regions--Ha Noi in the North, Hoi An and Hue in the Central, and Ho Chi Minh City in the South -- to commemorate the 50th Anniversary of Saigon's fall and inform a Vietnamese Dual Language Program that bridges generational gaps, celebrates linguistic diversity,

\*Denotes a team fellowship.



and empowers students to honor their heritage while excelling in a multilingual academic community.

**Tripple, Julianne**

Attend the English Speaking Union Teaching Lab's Page to Stage program in Stratford-upon-Avon, England, then explore London with a Shakespearean focus to help Gifted students connect to the humanitarian in Shakespeare, learn more about the period in which he wrote, and uncover the unknowns behind his social constructs.

**Uceda, Francisco**

Enroll in a University of Málaga course on climate change and sustainable development, followed by independent exploration of Spain's climate-affected regions/climate action initiatives to develop an engaging AP Spanish unit that connects students with global challenges through immersive, real-world experiences.

**Valdés-Bradner, Mirta**

Attend and present at the American Association of Teachers of Spanish and Portuguese 2025 Conference in Panama City, Panama, to address the challenges of varying literacy levels, language barriers, and cultural differences in the classroom

**Valentine, Priscilla\***

Explore various aspects of the diverse Indigenous populations of Colombia, including cultures, geography, and migration patterns, to develop and enhance the curriculum and culturally responsive opportunities for all students and families throughout the school community.

**Van Haren, Kate\***

Study ancient and modern Maya Indigenous foodways and cultural practices in Mexico, Guatemala, and Belize to understand how Indigenous cultures thrive and adapt and enrich the teaching of cultural continuity in local Indigenous communities.

**Velderman II, Jeffrey**

Attend a two-week intensive German course at the Goethe Institut in Berlin, visit Hildesheim to connect with exchange partners, explore Mauthausen for Holocaust education, and study Vienna's history and culture, from its imperial past to its influence on art, music, and politics, to inform the founding of a German Club and support the development of students as informed, empathetic global citizens and joyful users/appreciators of the German language.

**Villarreal, Brooke\***

Research at Gallaudet, American School for the Deaf and Rochester Institute for the Deaf best

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practices for enriching education, fostering culture, and strengthen community connections for Deaf/Hard of Hearing students and bridge the gap between Deaf and hearing worlds.

**Walter, Heidi\***

Attend the 2025 World Gifted Conference in Braga, Portugal, to learn from international thought leaders how to incorporate social/emotional and AI skills into learning for students in a district without a Gifted & Talented Education curriculum.

**Walters, Demetria\***

Become immersed in the cultural, historical, educational and ecological landscapes of Guatemala and Belize to enhance fluency and develop resources for students in a dual language program that prioritizes global citizenship.

*Generously funded by Dalio Education.*

**Wang, Yin**

Embark on an immersive expedition to Hong Kong and Beijing, focusing on Hong Kong's trilingual education system--English, Cantonese, and Mandarin--to enhance teaching strategies in culturally diverse urban middle schools, particularly for Mandarin and English language learners.

**Warren, Shelina\***

Explore the African American experience across five states in the Deep South to develop expertise teaching complex and accurate historical narratives and develop opportunities for students to connect historical knowledge with current events and use their imaginations to make changes they wish to see in the world.

**Washburg, Cianna**

Attend a summer program at the New Arrivals Institute in Greensboro, NC to work with refugee youth while developing culturally responsive teaching strategies, and visit Washington, D.C., museums on refugee histories to inform a professional development workshop and instructional scrapbook that will enrich learning and foster inclusivity across the school community.

**Wassman, Susan\***

Attend the North American Reggio Emilia Alliance Summer Conference, which includes a full-day study tour of the Boulder Journey School, to build a program that supports students' strengths and interests, affirms and reflects their diverse cultural identities, and meets their specific needs.

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**Watts, Samantha\***

Research at Gallaudet, American School for the Deaf and Rochester Institute for the Deaf best practices for enriching education, fostering culture, and strengthen community connections for Deaf/Hard of Hearing students and bridge the gap between Deaf and hearing worlds.

**Weber, Lisa**

Explore graphic design, fine art, manga, and anime in Tokyo to engage student interest and inspire projects in a work-based learning Graphic Design class using Desktop Publishing.

**Wehner, Ashlie-Nichole\***

Collect data on seven ecological zones across Hawaii to develop multi-sensory, hands-on science lessons that include STEM activities not available locally, to increase student performance and progress in Earth and Life Science studies through developing multi-sensory hands-on science lessons and enhance their understanding of the content.

**Weingarten, Eric\***

Study the art of storytelling in Scotland and Ireland by attending the Fringe Festival in Edinburgh and workshop classes in Dublin to cultivate students' creative writing and oral telling of personal stories, as well as their appreciation of, and discourse on, deeper connections to literary and cultural traditions.

*Generously funded by Dalio Education.*

**Weinhoef-Renfro, Peggy**

Explore energy and environments along the Colorado River Basin, connecting narratives of climate change, renewable energy, and human resilience in a systems-thinking approach, to allow underserved students to see beyond their boundaries, make global connections, and envision broader possibilities.

**Weller, Jacquelyn\***

Attend the North American Reggio Emilia Alliance Summer Conference, which includes a full-day study tour of the Boulder Journey School, to build a program that supports students' strengths and interests, affirms and reflects their diverse cultural identities, and meets their specific needs.

**West, Justin**

Enroll in Spanish language/culture immersion courses while volunteering with an afterschool organization in Medellín, Colombia, to develop a deeper understanding students' lived experiences emigrating from Central and South America and learn responsive teaching strategies that help English Language Learners succeed in math.

\*Denotes a team fellowship.

**Wilder, Andrew**

Journey from Tajikistan to the country of Georgia to increase personal understanding of students' diverse cultures and hone existing Russian language skills to effectively communicate with newcomer emerging bilinguals from former Soviet republics.

**Williams, Joan**

Through site-based research, design a six-week cross-curricular Humanities unit that centers on the causes, experiences, and consequences of World War I on the global stage. This unit will synthesize content material relevant to all student levels (CP, Honors, and AP) of World Literature, World History, US Government, and Global Political Science.

**Williams, Daphne\***

Document the history of Eatonville, Florida -- one of the first self-governing all-black municipalities in the United States -- through oral storytelling traditions in Jamaica and Ghana to teach how storytelling preserves history, shapes identity, and can foster a deeper connection to students' cultural heritage.

**Willman, Marisa**

Journey across the Southern Cone, becoming immersed in the languages and cultures of Argentina & Uruguay, to gather artifacts and experiences that inform real-world units for new Spanish courses that include more representation of diverse Spanish-speaking cultures.

**Wilson, Chandler**

Embark on a pilgrimage along the Camino de Santiago, sketching, journaling and experiencing museums and cultural sites, to create a digital quest from videos at key points that prompts art students to complete projects inspired by the route.

**Wilson, Elisabeth**

Explore the architecture of ancient Greek sites, such as the Parthenon where the use of geometry is evident in its design, to connect ideas of Greek mathematicians and philosophers with modern advancements and encourage students to think critically about how they can harness AI responsibly.

**Winkler, Jennifer\***

Study geological phenomena and environmental sustainability in Iceland to enhance middle school earth science with real-world, globally relevant lessons that connect science and art, and strengthen 21st Century Skills such as collaboration, communication, creativity, and critical thinking.

*Generously funded by the Martha Holden Jennings Foundation.*

\*Denotes a team fellowship.

**Wlodarski, Kelly\***

Deepen personal understanding of Ancient Greek culture, history, geography, economics, and politics to contextualize this civilization's contributions to the modern world in a way that helps students connect the ancient world to their own lives.

*Generously funded by the Martha Holden Jennings Foundation.*

**Wood, Elizabeth**

Document across Spain, Morocco, and Portugal the many examples of Hispano-Islamic art, architecture, and culture to develop culturally responsive teaching strategies that foster a sense of belonging among a diverse group of students and provides an outlet where they can display their talents and cultivate confidence through the arts.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Woodrell, Holly\***

Attend the Europass Teacher Academy's Project Based Learning for Primary School training in Florence, Italy, to learn new and unique ways to foster a learning environment that is encouraging to the young learner.

**Woolweaver, Sally\***

Explore the connection between biology & computer science through Portugal & Spain's cultural heritage, specifically azulejos & natural patterns, to develop interdisciplinary projects showcasing algorithms and biological growth models.

**Wren, Jesse\***

Learn about Hawaiian traditions and history while experiencing that unique ecosystem to create interdisciplinary projects exploring cultural preservation and comparing Indigenous Hawaiian peoples and Oklahoma's Native American communities.

**Wurth, Kristen\***

Complete the Galapagos Educator Course through "Ecology Project International" to explore biodiversity and the impacts that a changing climate and human activity can have on the local ecosystem, and gain insight into what conservation efforts are being used in order to spark engagement and creativity on student climate and environmental projects.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Yonks, Erica\***

Learn from Alaskan elders, community leaders, and students about restorative justice practices, cultural reclamation, and belonging to replicate successful cultural identity-affirming practices in the school community.

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**Young, Erica\***

Document the history of Eatonville, Florida -- one of the first self-governing all-black municipalities in the United States -- through oral storytelling traditions in Jamaica and Ghana to teach how storytelling preserves history, shapes identity, and can foster a deeper connection to students' cultural heritage.

**Zeiner, Christine\***

Experience Puerto Rico's art, music, food and the language of the Isla del Encanto alongside fellow Spanish teachers to build a culturally rich curriculum and community connections aimed at increasing students' cultural competency.

*Generously funded by Dalio Education.*

**Zheng, Monica**

Explore the Ring of Fire, a region around the Pacific Ocean characterized by frequent earthquakes and volcanic eruptions due to tectonic activity to expand personal Earth Science knowledge and create hands-on field experiences with local geological sites.

*Generously funded by the Maxwell Hanrahan Foundation.*

**Zimmerman, Kari**

Enroll in the International Summer Course at the world-renowned Orff Institute in Salzburg and, afterwards, research in Vienna and Munich the lives of Mozart, Beethoven, Haydn, and Orff Institute's founder Carl Orff, to create authentic, hands-on musical experiences for young learners.

**Zurbrick, Joshua**

Embark on a literary heritage exploration of sites in Massachusetts and Virginia (including the Edgar Allan Poe Museum, Nathaniel Hawthorne Museum, Salem Witch Trial Museum, and Emily Dickinson House) to bring the past to life and inspire students to see literature not just as words on a page, but as a window into the human experience.

*Generously funded by The Ford Family Foundation.*