

Fellow	Project Title	Description
Ace Schwarz	Exploring Personal Connections to Students' Cultures	To build more engagement and buy in, I am creating PBLs (project based learning units) that ask ENL students to relate curriculum to their personal lives and cultures while practicing their English language skills.
Angela King (Rose) and Alicia Garica	Making Connections: New fiber arts techniques and connecting my students locally.	To explore a new medium of felting that connects students to our local agriculture. To expand offerings in current fiber arts as well. I will discuss the project, how it went and the things I learned for next time.
Anna-Colby McMillen	Learning from Finland: Redesigning Mandarin Instruction for Deeper Thinking	Inspired by Finland's model, redesigned lessons to center student voice, inquiry, and real-world connections, fostering greater curiosity, empathy, and critical thinking.
Anne Kelterborn	Field-Based Learning as a Foundation for Introducing NGSS Phenomena-Based Instruction	I introduced phenomena-based instruction for the first time in my classroom, by designing a lesson where information about Pando was revealed in small, intentional pieces, prompting students to observe, question, and revise their thinking. I will share how I scaffolded this experience to help students build confidence, curiosity, and ownership.
Anne Kuhbander	Learning by Doing: Place Based Experiential Learning in Our Community	To help my students become more appreciative and aware of their own community, we became explorers of our local spaces! Through experiential, outdoor learning, students reflected on what they love about their community and made new discoveries as well! Our next steps will be student-led action in our local area.
Annette Larson	Centering Student Voice Through Student Designed Learning Goals and Self Reflection	In an effort to center authentic learning over mere point accumulation, I revised my grading policy for my Food and Literature class, inspired by Sarah Zerwin's book Pointless. I will show some of the strategies I developed to do so.
Annette Rau	Fairy Tales and STEM	We are exploring how to connect the imaginative worlds of fairy tales to real-world STEM principles. These narratives are serving as an accessible and engaging bridge for students to explore complex scientific concepts by promoting critical thinking, creativity, and a deeper appreciation for both literature and STEM.
April Bartnick	Trout in the Classroom and Innovating Special Education Progress Monitoring	To increase STEM education and to improve our trout in the classroom program, I changed my special education progress monitoring tools to squeeze in more science learning.
Ashlie-Nichole Wehner and Arla Shelton	The impact of cultural differences on relationships within the classroom	Fifth-grade students examine culture by understanding that not everyone has the same traditions and that culture is not exclusively about the nation of origin.
Brittany Spurlock	Empowering Your Students: Spreading Environmental Awareness to the Younger Generation	To empower students and decrease the feeling of hopelessness regarding environmental issues, I had my AP environmental Science students create unique lessons on environmental issues. These lessons included an introductory slideshow, a lab activity with data collection, and then post-activity analysis. My AP students taught these lessons to our middle school students last year and will be doing this again in April..
Burhanuddin Calcuttawala	Comparing and Contrasting the Indigenous People of MN and Peru	To expand the students' world view of indigenous people. The students compared and contrasted the life styles of the indigenous people of MN and Peru. They created their own presentations of their learning.
Cara Merrill	"I wanted the Whole World To See": Emmett Till, Choices, and Racial Justice Today	The fellowship helped me realize that place-based learning - standing where history happened - is essential to bridging that gap. So, I developed & taught a mini-unit on Emmett Till grounded in my fellowship experience and having students engaging with photos, videos, documentary clips, structured discussions, etc.
Casey Thomm & Michelle Perry	Amplifying Student Voices and Concerns Through Creative Writing and Performance	To amplify students' voices, lived experiences, and world/local concerns, created a unit in which students wrote and performed poetry, narratives, or personal essays (student choice) about topics important to them. I will share how I designed and organized this project.
Christine Harrison	Tracing Our Diasporas: a student project on heritage reflection	In social studies, my 5th graders are thinking about what elements of their culture/heritage was sustained in their families and households as part of their individual diasporas. Why did families choose certain elements to continue? How does this influence students' understanding of their own forming identities?
Christine Persun	Global Perspectives - Life on a Plate Boundary Research Project	My students live in the middle of the North American tectonic plate, so most of them have not experienced any of the geologic features/hazards associated with life on a plate boundary. This project aims to have students research what daily life on a plate boundary is like in an effort to 1) learn about the tangible effects of plate tectonics, and 2) gain an increased global perspective.
DeLora Mowery	Putting the "A" in STEAM: Creativity and Design in Ancient Greece	To add the "A" in STEAM, I created five Greek-inspired STEAM projects and a 10-station Family STEAM Night. I will share our projects, results, and plans for the future.
Dian Brannen	Using a holistic approach to reduce unfavorable classroom behaviors	To reduce unfavorable classroom behaviors, I am focusing on creating a more holistic classroom culture. I will talk about strategies that I am using to build a more student-centered environment in my classroom and beyond.
Dr. Shelina Warren	Using Field Research on Pando to Develop Inquiry-Based, Outdoor-Connected Curriculum	I have integrated nature through the use of Pando to engage and integrate standards for a 2nd grade classroom. The project is on-going so I will share how it has gone so far and hopefully share some student voice about what we've learned.
Heather Ingram	Using crowd-sourced storytelling to be a voice for local, endangered wildlife.	Students learned how to build deep connections with nature through my guide from the Okavango Delta, Jaco, and gained perspective from a village leader who modeled what it means to speak on behalf of species that cannot speak for themselves. Students then translated these insights into action, planning a community event to amplify their stories and inspire meaningful change.
Holly Woodrell	Developing MLLs'/ELLs' trust of staff to improve academic outcomes	In order to expand our MLLs'/ELLs' circle of trusted adults to improve academic outcomes, I sought to both build my colleagues' capacity to work with MLLs'/ELLs and increase students' trust of staff. This work required two simultaneous pathways: weaning students of their direct instructional feedback from me even when I am present in the room and growing my colleagues' instructional toolbox to support their confidence in working with MLLs'/ELLs.
Jennifer Metzler	Encourage students to SHAPE their language journey outside of classroom	Students engage in activities and projects that spark interest and curiosity to promote an exchange of language and ideas. Through collaborative reading and community outreach they build a strong sense of community involvement, while being encouraged to shape their language journey beyond the classroom.
Jesse Wren	Teaching Climate Change Mitigation through Hands-On Place-Based Learning	I am supplementing my school's science curriculum with hands-on place-based climate change mitigation learning activities. The focus of my supplements is to encourage student-community connections.
Jessica Pahl	Knowledge Erupted-Collaboration Overflows	We then used real-world research from 7 distinct environments to design multi-sensory, hands-on science lessons to expose students to diverse ecological zones, features, landforms and ecosystems. These lessons incorporated engaging STEM activities that deepened students' comprehension and academic growth.

Jill Blasi	Equitable Practices for Inclusion through Project -Based Learning	I am developing learning experiences that engage learners in their school environment through project-based learning that builds 21st-century skills and supports academic standards across multiple disciplines. Elementary STEAM education is emphasized in this presentation.
Joy Kooyer	International/Cultural Night: Schoolwide Engagement and Learning	Students and Staff created an International/Cultural night, in collaboration with the school community, that celebrates cultures around the world and in the region we call home.
Julianne Tripple	Helping Students See the Bigger Picture: Math, Culture, and Ethical Thinking	Informed by my fellowship, students explored how math, culture, and ethical systems intersect in everyday life. I will share two lessons that bring those experiences into the classroom, connecting Renaissance art to mathematical reasoning and Italian agriculture to ethical farming practices in Pennsylvania.
Kalindi Stockton	Quixote - Finding Ourselves in the Madness	To pave a way for students to identify personally and practically with Quixote's dream. Through Cervantes' text, the history of Iberia and the culture of Spain, help students read themselves into the mad journey of the man of La Mancha and his squire.
Kristy Garrett	Developing the Talents of Twice-Exceptional Students	This presentation highlights key insights I gained from Confratute at the University of Connecticut and how those ideas have shaped my instructional practices in third, fourth, and fifth grade gifted and talented classrooms. I focus on understanding twice-exceptional learners through a strength-based lens, emphasizing talent development.
Lalena Peterson-Kidd	Making Shakespeare More Approachable for ALL Students	I spent time researching and planning a more thoughtful Shakespeare unit to accommodate more learners, from ELL to advanced students. My mission was to take the fear out of Shakespeare and replace it with more excitement and interest. I'm thrilled to say that it worked!
Maegan Gayle	Bridging the gap: Empowering Deaf and hard of hearing students with informed practices for their HS education and their transition options	We are presenting to staff and students separately about roles, responsibilities and rights for all. We are also working to expose our students to the world beyond their high school education with college options and D/HH cultural and community events.
Marjorie Pita	Outdoor Classroom Comes Alive!	We co-created an outdoor learning space where my students can engage with their school environment and the Sonoran Desert, conduct their own field studies, and create opportunities to make connections to other ecosystems, especially the Peruvian Amazon Rainforest.
Maryclare Flores	From Acknowledgment to Action: Outdoor Learning That Honors Place	I set out to turn land acknowledgment into meaningful action by redesigning our 120-acre campus as a living classroom. Through soil and plant studies, an exchange with a partner classroom in Ohio, and student-led digital storytelling and podcasting, my students shared Indigenous knowledge and their own stories with peers beyond our school.
Melissa Kowalski	Let's Journal It 3rd grade learning about diseases within Pando	My third grade students used Nature Journaling to learn about Pando and the diseases that Aspen trees' suffer. We then tried to find ways that we could help Pando overcome these diseases.
Michael Gilday & Melissa Geffken	Expedition: National Parks Portfolio	Incorporating a National Parks road trip into a student choice digital portfolio that allows students to reflect deeply on human cultures and how they have impacted our natural resources.
Mykkisu Quimby	No Passport Required: Using Virtual Field Trips to Spark Inquiry, STEM Thinking, and Global Awareness	Students engaged in inquiry through virtual international field trips to Iceland, I used firsthand photos and experiences to help students investigate Earth science concepts such as land changes, Earth/Sun interactions, and sustainability. This approach transformed curiosity into deeper STEM thinking and global awareness, so much so that students began asking when they could visit Iceland themselves.
Natalie Yasmin Soto	Storytelling in the English Learner Classroom	I was interested in innovating pedagogy in my room to develop my students' verbal skills, increase narrative storytelling, and spark creativity.
Patty Taylor	Seeing Ecology in Action: Using the Serengeti to Teach Adaptations, Behavior, and Interconnected Ecosystems	To move beyond definitions and diagrams, I redesigned my ecology instruction using authentic visuals and student-driven projects to help students connect individual species, behaviors, and human impacts to overall ecosystem health.
Pranita Bijlani	What Students Are Capable of When the Work Actually Matters	To increase student ownership and engagement in health class, I redesigned a traditional unit into a project-based Health Hackathon. Students worked in teams to identify real health issues affecting teens, research solutions, and pitch their ideas to an authentic audience in a Shark Tank-style event.
Rebecca Maynard	Social, Emotional, Cultural Learning through Australian Dot Art	To give voice to students confined within the walls of their home, hospital room, or their own body, I will discuss how Aboriginal Dot Art can unlock doors toward helping students express their feelings, plans, unique stories, and cultural heritage.
Sean Anderson	From Memory to Meaning: Teaching the Holocaust in Elementary and Middle School	Through authentic storytelling, I plan to share powerful Holocaust stories of real individuals and communities, in the hope of fostering empathy and a deeper personal connection. I will talk about the lessons I created for elementary and middle school students.
Sheri Laman	Bringing Reggio Home	I will share the changes I made to make my classroom more open ended and engaging after immersing myself in the Reggio Emilia approach.
Stacy Slater and Melissa Bryant	Interactive STEM Learning Through the Science of Iceland	I created a hands-on STEM unit featuring the geology and renewable energy of Iceland. I will talk about how I used student choice in the culminating projects for each grade level, and the background knowledge built to get to the ending projects.
Stephanie Smith	Authentic Learning Without Ancestry: A Non-Native Educator's Journey	I will share how my fellowship changed my instructional practices and enhanced student learning experiences after immersing myself in a new place and language very foreign to me.
Susie Harter	Promoting Reading Buddies school wide to build a life long love of reading through mentorship.	Students in third grade were paired up with Kindergarten Reading Buddies. Teachers teamed up to choose the topic or theme for the week. We brought in diverse books, celebrated cultures around the world to build the dream that reading can take you places. Students from Deaf and Hard of Hearing and Autism Spectrum Disorder programs were also included.
Taylor Pfaff	3D Modeling to Solve Problems and Engage Students	To change the pace and engagement in my computer-aided design class, I am working to develop a big, multi-part project where students work in groups to ideate, design, and create several 3D modeled products. As they do so, I intend for them to also write about their design decisions and iterations of the products they make.
Thuy Nguyen	Language Lounge	Language Lounge gives students more opportunities to share their knowledge and build positive peer relationships in the academic setting (not just social setting). Language Lounge is a place in a classroom or small group setting where speaking and listening are natural.
Tiffany Pace	Once Upon a Planet: Big Earth Stories Told Through Little Voices	To build more interdisciplinary connections between divisions and art, I created a project based on the book Origins by Nat Cardozo. Eighth grade students read passages, interviewed kindergarteners, and crafted informational stories and graphics to share what they learned.
Tracy Crowley	Reclaiming Community and Identity: Honoring Taino Histories in a Multilingual Classroom	This project centered Taino histories, oral traditions, and Indigenous activism to deepen students' understanding of community and identity. In both Pre-K and 3rd grade classrooms, students engaged with a culturally sustaining, multilingual curriculum rooted in Caribbean Indigenous histories. Third graders participated in inquiry-based learning and then shared their knowledge by teaching Pre-K students.

Wade Sutton	Building the Future: Robotics, STEM, and Learning in Japan	To better engage students in STEM, we sought new ways to connect robotics, culture, and real-world problem-solving. We studied robotics innovation, teaching practices, and storytelling to rethink how we design hands-on learning experiences. We will share how these insights transformed our robotics program and classroom instruction, making STEM more accessible and meaningful for our students.
Yen-I Lai	From Northern Maine to Krakow, Poland: A lesson in empathy	My school is in a very rural area of Northern Maine, and diversity is nearly non-existent. My goal is to increase student empathy and awareness of cultural diversity via my experiences and learning. I also want students to learn more about the history of World War II and the Holocaust through my experiences.
Yin Wang	Building Bridges: Exploring Cross-Cultural Connections Through Historic & Contemporary Imagery	In an effort to build community (within our classrooms and school), small groups of students will create a digital photo essay that explores intercultural solidarity in historic and contemporary contexts. Students will present a visual story that centers the beauty, challenges, and triumphs of people power.