



Teachers: 118

Schools: 75

Districts: 36

Grant Funds Awarded: \$484,943

Area Cooperatives Educational Services (Hamden)

- **Jennifer Place**, Wintergreen Interdistrict Magnet School: Investigate in Irish museums, folklore archives and an intended partner school the arts of memoir writing and storytelling to enhance students' writing skills and develop multicultural awareness through personal narrative exchanges.
- **Mary Ellen Rourke**, Wintergreen Interdistrict Magnet School: Follow the Iditarod course for ten-days through Alaska to make the Multiple Intelligences Theory come alive through an interdisciplinary unit that affirms students' strengths.
- **Monica Gagliardi** and **Justine Lavoie**, Wintergreen Interdistrict Magnet School: Participate in The Broadway Teacher's Workshop and Lincoln Center Education's "The Arts, Social-Emotional Learning & Growth Mindset" lab in New York City, and Second City's Improve Program in Chicago to explore various aspects of putting on a theatrical production and reach our most behaviorally- and academically-challenged students.

Ashford Public Schools

- **Katie Knecht**, Ashford School: Explore Iceland's geological marvels to enhance earth science instruction with Special Education students through multi-sensory artifacts and primary sources.

Branford Public Schools

- **Peter Bouley** and **Joel Hinrichs**, Branford High School: Document the Syrian refugee crisis in Germany, Austria, Serbia and Greece to expose students to complex issues surrounding migration and create a school-wide service-learning project benefiting local refugees.
- **Jodie Lang**, Mary T. Murphy Elementary School: Study mindfulness in Plum Village Mindfulness Retreat Center in Bordeaux, France, accompanied by a six-week Mindful Schools Educator Essentials six week online course to increase students' concentration, perseverance and compassion.

Bridgeport Public Schools

- **Trisha Sutherland Rock**, Bassick High School: Enroll in an immersion-method Spanish language school in Latin America to become fluidly conversational in subject areas related to academics and discipline in U.S. History and Civics classes.

Colchester Public Schools

- **Becky Granatini**, Colchester Elementary School: Explore the legacy of John Muir by researching four of California's National Parks, as well as his homestead, to support new social studies and science curriculum with real world, meaningful models of a difference maker in our country's history.
- **Melissa Elliott**, Colchester Elementary School: Survey National Parks in the western and southern United States, focusing on preservation efforts to guide second grade students' environmental stewardship through project-based learning.
- **Kathy Jesmonth**, William J Johnston Middle School: Attend the Teachers College Reading and Writing Project at Columbia University in New York City to enhance instruction and to practice strategies for implementating reading and writing workshops.
- **Laura Krenicki**, William J Johnston Middle School: Explore New Zealand's maritime history, connecting it to Connecticut's whaling heritage, to promote students' global competencies, geographic literacies and multi-cultural understandings.

Cooperative Educational Services (Bridgeport)

- **Carmen Andrews**, Six to Six Interdistrict Magnet School: Participate in a STEAM workshop in Attica, Greece, and afterward explore museums in six European countries to learn international models for integrating science, technology, engineering and math using art as a synergistic link and prepare students for modern workplaces.

Capital Region Education Council (Windsor)

- **Nicole Ciccarelli** and **Beth Penney**, Academy of Aerospace and Engineering: Attend WEB (Where Everyone Belongs) Basic Training in Temecula, CA, to eliminate bullying and create a positive, supportive and connected middle school community.

Danbury Public Schools

- **Michael Burnett** and **Melissa Teel**, Danbury High School: Engage in a month of Spanish language study in Cusco, Peru, to better serve our large and ever-growing population of English Language Learners and Students with Interrupted Formal Education.

Darien Public Schools

- **Alyssa Klein**, Middlesex Middle School: Participate in the "Educator Academy in the Amazon Rainforest" in Peru to learn how to use the Amazon as a backdrop for lessons and lab activities use the 5E model (engage, explore, explain, extend, evaluate).

East Hartford Public Schools

- **Chris Sparks** and **Todd Szwed**, East Hartford High School: Research in Rwanda sites relevant to the 1994 genocide, focusing on current governmental reconciliation policies, to inform students' deeper understanding of human rights violations and develop a school culture of reconciliation.
- **Brendan Boyd** and **Tim DeMarco**, East Hartford Middle School: Research the ancient cultures and cities of Greece and Rome to inspire low-income students and develop a new curriculum connecting the past with current events in an engaging manner.

- **Laura Griffin, Darcy Malone, Lia O'Connell and Becky Tubbs:** O'Connell IB World School: Participate in the I Teach K! conference in Las Vegas to learn strategies for helping diverse students become internationally-minded and life long learners in our school and district.
- **Kathy Neri,** Sunset Ridge Academy of Arts: Observe the culture, history and music styles of New Orleans and how artists are rebuilding their musical heritage a high poverty area to inform a related unit on African American music and a new school recording studio.
- **Carolyn Kibbe-Wagner,** Woodland School: Participate in the Girls Leadership Program at the Georgia O'Keefe Museum in Santa Fe, New Mexico, to develop a program fostering independent thinking, skill-building and problem solving through art-making for students with emotional and behavioral issues.

Farmington Public Schools

- **Wendy Honiss-Bourget,** Union School: Observe in Singapore classrooms math teachers' strategies for differentiation, engagement and self-direction to help elementary students be more successful and engaged in math.

Glastonbury Public Schools

- **Judy Fitzgerald and Deborah Howard,** Naubuc School: Research at the Kripalu Center for Yoga and Health in Stockbridge, MA, strategies for mindfulness in education to enhance classroom climate, increase student focus, and reduce stress among students and teachers to increase student learning.

Greenwich Public Schools

- **Michele Giorlando DeRosa,** Western Middle School: Through World War II site visits in Berlin, Warsaw and Krakow, research how societies rebuild in the wake of tragedy to promoting social justice components of an English curriculum.

Groton Public Schools

- **Samantha Petrone,** Charles Barnum Elementary School: Complete the children's yoga teacher training course at the Kripalu Center for Yoga & Health in Stockbridge, MA, to help students with ADHD, autism, anxiety and trauma focus their minds and become successful learners.

Guilford Public Schools

- **Theresa Biagiarelli,** Melissa Jones Elementary School: Observe salsa programs for children in Cuba and Colombia to infuse school-wide fitness activities with Spanish language, movement and authentic cultural connections.

Hartford Public Schools

- **Kaitlin Sullivan,** Bulkeley High School and **Kim Ruoff,** Great Path Academy: Attend the Growing Global Educators Institute at La Paz Community School in Guanacaste, Costa Rica, to provide cross-cultural, hands on learning experiences for students and an exchange of best practices for educators in our district.

- **Jason Borger and Kelly Lange**, Burns Latino Studies Academy: Document by video Amsterdam, Berlin and Prague based on the large, culturally-rich Jewish populations to better teach Jewish history and culture and the lasting effects of the Holocaust on Europe.
- **Liz Benfield**, University High School of Science and Engineering: Enroll in Tulane University's "Teaching Cuban Culture and Society: A Summer K-12 Teacher Institute in Cuba" to gain language fluency through cultural immersion and create an interdisciplinary, compare/contrast unit focusing on culture, politics, education and economics.
- **Sue Pedrick**, University High School of Science & Engineering: Participate in Project Lead The Way Engineering Professional Development to strengthen my instructional practices and motivate math engagement, especially among female and minority students.
- **Sharol Wilcoxon**, University High School of Science & Engineering: Research ecology and coral reef restoration at the Marine Lab Environmental Education Facility in Key Largo, FL, to learn authentic, real world ways to bring the marine environment into the classroom.

LEARN (New London)

- **Joanne Huber and Kate Serio**, Regional Multicultural Magnet School: Trek the Camino de Santiago pilgrim path from France to Spain and create a unit of study supporting the school's commitment to respecting cultural diversity and empowering learners to be open to new perspectives.

Meriden Public Schools

- **Anthony DiGennaro, Ashley Ingeno and Nicole Nowakowski**, Benjamin Franklin Elementary School: Participate in EdTech's "Advanced Google & Web in the Student Centered Classroom" workshops in the San Francisco area to enhance classroom implementation of Google Chromebooks in a blended learning environment.
- **Amy Buick**, Benjamin Franklin Elementary School and **Barbara Chordas and Becky Pavlick**, Nathan Hale Elementary School: Visit historical sites, museums and schools in London to observe the European perspective of the American Revolution to inspire students as well-rounded historians.
- **Hannah Fraser**, Casimir Pulaski Elementary School: Attend the International Society of Music Education's conference and the Commission of Music in the School and Teacher Education's pre-conference in the United Kingdom to learn current music education practices and implement international techniques into the general music curriculum.
- **Gabrielle Guzman***, Hanover Elementary School: Analyze the inclusive educational approach in European countries, specifically how they compare to each other and to our experiences teaching in two different areas in the United States, to learn new ideas for optimizing the inclusive setting for students in special education and their non-disabled peers.
- **Jackie Edwards**, Israel Putnam Elementary School: Attend the Staff Development for Educators National Kindergarten Conference in Las Vegas, Nevada in order to improve my ability to deliver

Common Core aligned instruction in a developmentally appropriate way as well as improve my differentiation of daily instruction for my kindergarten students.

- **Mark Renner**, Lincoln Middle School: Participate in the University of Massachusetts, Amherst Music Departments' West African Drumming, Music and Dance cultural immersion course in Ghana to guide students' exploration of how the West African style of music helped create the Latin sound and how different cultures of music evolve.
- **Jackie Niles**, Orville H. Platt High School: Examine the cuisine and culture in seven regions of Italy to develop a curriculum for Family & Consumer Sciences students exploring the cultures, flavors and cooking techniques associated with each region.

Montville Public Schools

- **JoAnn Dixon**, Leonard J. Tyl Middle School: Attend the EdTechSA Conference in Adelaide, Australia, to connect with educators and learn current trends for integration of coding and computational thinking into the middle school technology curriculum.
- **Lisa Halloran**, Mohegan Elementary School: Observe in Paris the pilot program of Discussions4Learningart as a means of enhancing English Language Learners' oral and communication skills and all students' vocabulary acquisition.
- **Lisa Kaplan**, Mohegan Elementary School: Investigate the continuum of services offered at refugee reception centers in Malmö, Sweden, to learn practices for supporting the arrival of new students and their families, particularly unaccompanied minors.
- **Alan Reichle**, Mohegan Elementary School: Investigate how the Kwakwaka'wakw tribe on Vancouver Island maintains its heritage and traditions to then demonstrate for students of Native American descent the importance of shared cultural values.

New Canaan Public Schools

- **Arri Weeks**, New Canaan High School: Enroll in Oxford University's English Literature Summer School in Victorian and Modernist fiction to build on personal content knowledge and develop students' understanding of English literature within historical and literary discourses.

New Haven Public Schools

- **Lynn Kelly** and **Erika Koch**, East Rock Community Magnet School: Attend The Creativity Workshop in Crete, Greece, learning practical ways to stimulate the imagination and enhance creative thinking, to change students' attitudes toward their own learning and encourage achievement of their highest potential.
- **Jennifer Richards**, Elm City Montessori School: Become a Certified Saori Weaving Instructor through local studio work and additional learning in Japan to teach the art to students children and make peace banners to share with a sister school in Japan.

- **D. Scott Stewart**, Engineering Science University Magnet: Research in France the National Library, National Archives, and Conservatoire de Paris to corroborate newly-discovered findings regarding Gabriel Fauré's 1920 composition Chant Funéraire and engage students' critical thinking about the historical context of music.
- **Dan Hicks**, Roberto Clemente Leadership Academy: Research in the US Virgin Islands the history of oppression and uprising by the ancestors of African Americans during the slave trade to address with students the question "Does a person/people's past define their present state?"
- **Carl Ploss**, Wilbur Cross High School: Join a week-long workshop on Latin Verse Composition in Sicily offered by the University of Michigan and The American University of Rome and led by a professor from The University of Cambridge to elevate students' command of Latin to the level that it functions as an artistic medium, not merely a vehicle for grammatical principles.
- **Eden Stein**, Worthington Hooker: Attend the "Teaching the Shoah and Antisemitism" International Seminar at Yad Vashem in Jerusalem, to guide students' development and use of literacy skills to interpret information critically and ultimately take a stand against injustice.

New London Public Schools

- **Ruth Stewart-Curley**, Bennie Dover Jackson Middle School: Explore seismology of the Pacific Northwest, including visits to the University of Washington's Seismology Lab, Mt. St. Helen, California Academy of Science and the Ghost Forest, to create a unit on earthquakes, tsunamis and plate tectonics that engage ESL Science students in STEM education.
- **Lisa Marien**, Nathan Hale Arts Magnet School: Study with professional musicians and leading music educators in the field of contemporary a cappella music to create with students authentic ensemble experiences that develop higher order thinking, promote teamwork, ignite passion and cultivate the will to persevere in music and all areas of life.
- **Rebecca Reyer Cipriani**, Renzulli Academy: Join Earthwatch Institute's "Climate Change at the Arctic's Edge" expedition in Churchill, Canada, to conduct water sampling, assess fish and frog health, document flora, and survey mammal and bird populations to model activities of professional scientists for middle school students.
- **Cathy Klein**, Winthrop STEM Elementary Magnet School: Participate in Spanish language immersion programs and homestays in Peru and Puerto Rico to improve communication with students and families, increase parental involvement, and add to the cultural understanding of the school's Hispanic families.
- **Marybeth Mann** and **Andrea Mea**, Winthrop STEM Elementary Magnet School: Our proposed fellowship is centered around being immersed into the Peruvian culture. Our goal is to develop an inquiry unit for students encompassing engineering, science, and literacy. Our experiences will provide us with new knowledge to teach our students about design, function, and making real life applications.

New Milford Public Schools

- **Jasmina Ferizovic**, New Milford High School: Attend the 6th International Self-Determination Theory Conference in Victoria, B.C., Canada, to learn strategies for igniting intrinsic motivation in our school community to impact teacher effectiveness and creativity and elevate student achievement.

North Branford Public Schools

- **Chelsea Dodds**, North Branford High School: Attend the Jackson Hole Writers Conference in Jackson Hole, WY, to learn ways of creating more frequent and thorough creative writing assignments (rather than just focusing on essay writing) and demonstrate how writing as a process.

Norwalk Public Schools

- **Sarah Ritz Swain**, Brien McMahon High School: Participate in The Creativity Workshop in Crete, Greece, to explore the world of visual journaling as a tool for teaching, learning and evaluating students' creativity.
- **Yanetsy Diaz** and **Hector Mirabal**, Brien McMahon High School: Engage in a series of visits to schools, cultural historical sites in Cuba to enhance Spanish instruction for the increasing Latino and Native student population, as well as those studying Spanish as a second language.
- **Keith Morey**, Brookside Elementary School; **Jesse Glaude**, Ponus Ridge Middle School; **Rob Pennington**, Roton Middle School; **Beth Olson**, Rowayton Elementary School; and **Steven McAuley**, Wolfpit Elementary School: Attend the International Society of Technology in Education (ISTE), the worlds largest tech conference, in Denver, CO, to learn about tangible resources and hands-on teaching strategies and further innovate classrooms within our priority school district.
- **Sadhana Bilodeau** and **Paula Fortuna**, Center for Global Studies: Complete Indiana University's "Teaching East Asian Literature in the High School" workshops, then embark on an education tour of three Japanese cities to build historical and cultural context for a history-literature curriculum.
- **Lauren Baker**, Columbus Magnet School: Participate in the International Conference on Building Interdisciplinary Bridges Across Cultures at the University of Cambridge and explore multicultural exhibits and events in London to expand teaching of interdisciplinary arts through diverse cultures.
- **Jennifer Imhoff**, Columbus Magnet School: Participate in teacher training in Alaska's Denali National Park to develop a place-based, STEM curriculum celebrating America's national parks on its centennial and further students' work with the National Park Service's pilot program "Park in Every Classroom."
- **Kelly Bocuzzo** and **Jeff Beckley Jr**, Kendall Elementary School: Research the endangered Green Sea Turtle in Bora Bora to compare/contrast efforts to rehabilitate and protect sea turtles there and in Connecticut, develop working relationships with marine biologists and establish a marine biology after school program.

- **Chris McGee**, Nathan Hale Middle School: Collect data on invasive lionfish in the Grand Cayman's reef system and afterward research the whale shark in Isla Mujeres, Mexico, to engage students in real-world statistics and start an after school conservation club.
- **Sharen Trepovich**, Norwalk High School: Conduct classrooms observations in Mexico and Costa Rica to gather ideas for teaching in native Spanish-speaking countries and supplement a recently revised World Language curriculum.
- **Kathy Milne**, Norwalk High School: Participate in a comedy workshop with The Second City Group in Chicago, learning improvisational performance and writing techniques to enhance students' creative and interactive skills for a story telling class and after school comedy club.
- **Daniel Aloï and Juan Arango**, Norwalk High School: Research in Argentina the issue of immigration post World War II to create and implement a new unit addressing global challenges and why ethnic groups choose to leave their country and begin again.
- **Kerry Rice**, Rowayton Elementary School: Research the use of multisensory rooms for students with Autism to discover how these rooms can enhance the communication and learning experience of students.
- **Rosanne Fullam**, West Rocks Middle School: Observe the Italian education system's successful special education inclusion practices to as well as interview staff/parents/students, to replicate strategies within Norwalk Public Schools.

Norwich Public Schools

- **Rebecca McVey**, Norwich Free Academy: Attend the International Science and Technology Conference in Vienna, Austria, explore the Bernese Oberland and Reichenbach Falls regions of Switzerland, and tour the European Center for Nuclear Research in Geneva to improve STEM instructional practices using the underlying theme of energy.

Orange Public Schools

- **Monica Harned**, Race Brook School: Investigate the design, history and art integration of various bridges in The Netherlands, Germany, Czech Republic and Poland to create a STEAM unit for gifted students and increase interest in related careers with girls in upper elementary grade levels.

Oxford Public Schools

- **Ram Montanaro**, Oxford High School: Participate in Middlebury College's full immersion, seven-week Spanish language program to improve personal fluency and knowledge of Spanish culture, history and language.

Port Chester Public Schools (New York)

- **Lucia Ferrante and Cenia Santana**, Port Chester High School: Explore the Galapagos Islands through experiential learning designed specifically for science teachers to deepen students' understanding of evolution, ecology and culture and language.

- **Marilyn DiDomizio** and **Lauren Martinez**, Port Chester Middle School: Explore in Cuba Spanish language acquisition and existing English Language Acquisition curriculum to inspire students' use of blogging, digital storytelling and virtual field trips.

Region 16 School District (Prospect)

- **Maria Avery***, Long River Middle School: Explore the history and culture of New Spain in Spain, Mexico and California to broaden current curricula and increase critical awareness of Spain's intricate role in the history of Colonial America and cultural fabric of present-day United States.

Regional School District No. 9 (Redding)

- **Chris Poulos**, Joel Barlow High School: Participate in the Aspen Institute Seminar in Spain to explore the nexus of themes presented in Spanish art and Aristotle's notion of the "Good Life" and facilitate students' consideration of complex ideas and authentic intellectual work.

Shelton Public Schools

- **Mark Bilotta**, Shelton Intermediate School: Enroll in private lessons for secondary musical instruments to improve personal skills and provide middle school band instruction from a more informed perspective.

Simbury Public Schools (Tariffville)

- **Jennifer Ferraro***, Tariffville: Analyze the inclusive educational approach in European countries, specifically how they compare to each other and to our experiences teaching in two different areas in the United States, to learn new ideas for optimizing the inclusive setting for students in special education and their non-disabled peers.

Stamford Public Schools

- **Lauren Hofer**, Toquam Magnet Elementary School: Participate in the Staff Development for Educators National Conference on Differentiated Instruction in Las Vegas to gather new instructional strategies for making more individualized curricula for students of various ethnic and socioeconomic backgrounds.
- **Melissa Castiglia**, Toquam Magnet Elementary School: Participate in Lindamood-Bell literacy training in sensory-cognitive instruction to improve special education students' sight word recognition and assist below-grade-level readers.
- **Kristin Veenema**, **Janell Iyer** and **Kristi Lawson**, Stamford High School: Volunteer with the Children of Haiti Project in Port-au-Prince, gaining in-depth knowledge of the country's culture and education system to better serve the Haitian population at school.
- **Mary Enright**, Toquam Magnet Elementary School: Enroll in a three-week French immersion course in Quebec to develop language skills for accommodating the school's influx of Haitian-Creole speaking students and families.
- **Louise McMinn**, Scofield Magnet Middle: Participate in the Inquiry in Rain Forests: A Field-based Professional Development for Teachers course in Costa Rica, to develop proficiencies in teaching Next Gen science inquiry and video production.

- **Joshua Sette** and **Christian Witschy**, Rogers International School: Study the music of post World War II Berlin, Germany, and how the music of 1945-1990 reflects the growing tensions and cold war to create a unit on music as a tool of expression during a tumultuous time period.

Stonington Public Schools (Pawcatuck)

- **Diane Gallo**, Pawcatuck Middle School: Research across India the connection between craft and cultural identity to develop a multicultural unit aligned with a new Social Studies curriculum.

Wethersfield Public Schools

- **Susan Kopecki***, Highcrest Elementary School: Explore the history and culture of New Spain in Spain, Mexico and California to broaden current curricula and increase critical awareness of Spain's intricate role in the history of Colonial America and cultural fabric of present-day United States.

*On a team with a Fellow in another district