Alumni Panel, Educating Youth for an Interconnected World: Teaching Climate Change

Natasha Agrawal
Teacher, Trenton Public Schools
Teachers for Global Classrooms program to Morocco
Trenton, NJ

Natasha Agrawal has been teaching English as a Second Language in Trenton Public Schools, NJ for 15 years. Selected for a Teachers for Global Classrooms in 2018 by the US Department of State, she visited Morocco to better understand the possibilities for global collaboration in classrooms around the world. In 2019, the US Department of State selected Natasha as English Language Fellow to Egypt. Based in Cairo, she trained English teachers and taught English at Al-Azhar University. As an Adjunct Instructor at The College of New Jersey, she teaches graduate students to be ready for the classroom!

Annalise Klein
Science Education Consultant
Fulbright Distinguished Awards in Teacher Short-Term Program to Uganda

Annalise Klein is a science education consultant specializing in culturally relevant STEM. A Fulbright Distinguished Awards in Teacher Short-Term Program (Fulbright DAST) award recipient in 2019, Klein collaborated with teachers at Serere Township Secondary School in eastern Uganda to develop best practices in STEM inquiry, student empowerment, and culturally relevant teaching. Together with students, they developed the Greening Serere Project to address their community's struggle with soil erosion during the rainy season through agriculture experiments and community outreach. Klein partners with schools in Alaska, Colorado, and Washington, integrating cultural scientific knowledge and practices into STEM classrooms. She holds a BA in chemistry and English from Hope College and an MS in Education from Johns Hopkins University.
Lauren Zappone Maples  
Executive Director, Partners for Education, Agriculture, and Sustainability  
Fulbright Distinguished Award in Teaching Research Program to New Zealand

Lauren Zappone Maples is the Executive Director of Partners for Education, Agriculture, and Sustainability (PEAS). She co-founded PEAS Community Farm at Cunningham Elementary in 2011 and became the executive director of PEAS as a 501c3 in 2015. Prior to leading PEAS, she was a classroom teacher with Austin ISD. In 2014, Lauren was awarded a Fulbright Distinguished Award in Teaching Research Program fellowship, which allowed her to spend a semester studying place-based outdoor education in New Zealand. In 2016, she received the Fulbright Alumni Grant where she extended her research into school garden programs in the US. Her research has been highly influential in the development of school day programs, community initiatives, and the long-range organizational goals of PEAS.

Noah Zeichner  
Teacher, Seattle Public Schools  
Teachers for Global Classrooms Program to Brazil  
Seattle, WA

Noah Zeichner is a National Board-certified social studies and Spanish teacher in Seattle Public Schools. Noah co-leads a team in his district that provides curricular and programmatic support to Seattle’s ten international schools. For the past several years, he has coordinated the youth-led Washington Global Issues Network (WAGIN) Conference. Noah was among 50 finalists chosen for the 2015 Global Teacher Prize. In 2012, Noah traveled to Brazil as part of the Teachers for Global Classrooms program and he visited South Africa as part of the 2018 NEA Foundation Global Learning Fellowship program.
Speakers, Concurrent Sessions:

**David Bosso**  
Teaching Excellence and Achievement Program to Ghana  
Teacher, Berlin High School  
Berlin, CT

David Bosso, a social studies teacher at Berlin High School in Berlin, Connecticut, is the 2012 Connecticut Teacher of the Year, the 2012 National Secondary Social Studies Teacher of the Year, and a 2019 inductee into the National Teachers Hall of Fame. Over the course of his teaching career, he has traveled to Africa, Asia, the Middle East, and Europe to work with international peers and to enrich students’ understanding of global issues. Bosso currently serves as the President of the Connecticut Teacher of the Year Council, and is a past president of the Connecticut Council for the Social Studies. He holds Masters degrees from the University of Hartford and Central Connecticut State University, and a doctorate from American International College. His areas of expertise include teacher motivation, morale, and professional identities; educational history and policy; global education; and teacher leadership.

**Kottie Christie-Blick**  
Climate Change Education Consultant, New York  
Instructor, University of San Diego, California  
Fulbright Distinguished Awards in Teaching Research Program to South Africa  
Website: [https://www.kottiecb.com/](https://www.kottiecb.com/)

Kottie is a Climate Change Education Consultant working to get climate science and environmental studies taught in every classroom. She has spoken at educational conferences across the United States and in several different countries. As a consultant, she has worked with school districts, private schools, universities, a television producer, and environmental groups. She has published articles in numerous educational magazines and on educational websites. She is an online course instructor at the University of San Diego. Kottie taught for over thirty years in the classroom, receiving multiple awards and grants for her teaching. She was a New York State Finalist for the 2014 Presidential Awards for Excellence in Science Teaching. She continues to be a NOAA Planet Stewards Educator. In 2012, as part of the Fulbright Program, Kottie studied the biodiversity hot spot of southern South Africa, worked in local elementary schools, and audited a class on climate change from the African perspective at the University of Cape Town. It was a life-changing experience that honed her focus on climate change impacts, mitigation, and sustainable development. “In the field,” Kottie has visited many alternative energy facilities, and visited
Andrea Dinan
Teacher, Princeton Public Schools
Fulbright Distinguished Awards in Teaching Research Program to Mexico
Princeton, New Jersey

Andrea Dinan is a high school teacher working in the guidance department at Princeton Public Schools in Princeton, New Jersey, USA. She has been a teacher for 23 years and directs the service learning and tutoring programs for the district. In the summer, she directs an ELL English immersion camp in her community. In 2006, Andrea completed her doctorate in educational leadership. Her dissertation focused upon the academic impact of service-learning programs in NJ secondary schools. In 2015, Andrea received a Fulbright Distinguished Award in Teaching to study in Mexico. Her work with English Language Learners and service-learning
programs inspired her research of strategies and resources used to contribute to the academic success of low-income students at the secondary level in Mexico. During her investigation, she developed a partnership with the UABIC School (Mérida, Mexico), a special high school that targets low-income families and infuses service-learning into the curriculum each semester. She continues to collaborate with the school through an annual English Language Camp sponsored by several Rotary Clubs. Andrea has used her experiences to coordinate a variety of exchanges during the pandemic and is currently coordinating a program between the UABIC school and her own school in Princeton.

Tammy Brecht Dunbar
Teacher, Manteca Unified School District
Fulbright Teachers for Global Classrooms Program to India
Manteca, CA

Tammy Brecht Dunbar, M.Ed., S.T.E.M. is a 20-year veteran teaching 5th grade at the new Online Academy in Manteca Unified School District. She is a 2018-2019 Fulbright Teachers for Global Classrooms Fellow and was the NCCE 2020 closing keynote speaker. She was named 2016 California Woman of the Year, Assembly District 12, and won the 2018 ISTE Literacy PLN Award for #CultivateWorldLiteracy. She is a Microsoft Innovative Educator Expert and Global Learning Mentor, MIE Master Trainer, National Geographic Certified Educator & MinecraftEDU Global Mentor. She won the 2010 eInstruction $75,000 Classroom Makeover Video Contest, wrote a successful Enhancing Education Through Technology federal grant for Manteca Unified School District in 2008, and was Teacher of the Year in MUSD. She presented at the 2015 Microsoft Global E2 conference, where she earned two global awards for project excellence, and is a popular global presenter and trainer.

Verónica M. Vazquez Ugalde
Program Associate
Empatico

Verónica M. Vazquez Ugalde is Empatico’s Program Associate. After graduating from Boston University with an MA in Economic Policy, Verónica worked in nonprofit evaluation with ImpactMatters (now part of Charity Navigator) to estimate the social impact of domestic and international nonprofits. Through this work, she became increasingly interested in monitoring and evaluation as means to ensure that programs are, in fact, making a difference in the world. She joined Empatico to help expand its evidence of impact and create accessible, evidence-based resources to help foster empathy in children and adults. Now, Verónica leverages education and psychology research to design student programs and adult learning opportunities that can positively impact the lives of youth, educators, and caregivers around the world. In addition to
pushing Empatico’s assessment efforts forward, she led the creation of Empatico’s professional development courses and has most recently worked on implementing new teacher training opportunities into Empatico’s *Empathy Across the USA: Race and Identity* program.

**Maryam Abdullah, Ph.D.**  
**Parenting Program Director, Greater Good Science Center**  
**University of California, Berkeley**

Maryam Abdullah, Ph.D. is the Parenting Program Director at UC Berkeley’s Greater Good Science Center. She is a developmental psychologist with expertise in parent-child relationships and children’s prosocial development. At the Greater Good Science Center, Maryam leads the center’s parenting initiative, which supports community-based organizations that serve parents and writes articles about the latest child development and parenting science research for families on Greater Good, the center’s online magazine. Prior to joining the Greater Good Science Center, she was an Assistant Project Scientist in the Department of Pediatrics at the University of California, Irvine where she provided parenting and child interventions at a school-based behavioral health program. Her research explores family relationships, early development of children with autism spectrum disorder, and traditional behavioral and canine-assisted interventions for children with ADHD.

**Shelley Bartolotti**  
**Reading Specialist, New Hartford Central School District**  
**New Hartford, NY**

Shelley Bartolotti is a reading specialist in her 28th year of teaching in the New Hartford Central School District in New Hartford, NY. She is a graduate of Syracuse University (B.S.) and State University of New York College at Cortland (M.Ed.). Shelley is dedicated to cultivating students’ curiosity and interest in learning and has created and instructed summer STEAM classes for students for the past 16 years. She received extensive training in Capturing Kids Hearts (Flippen) and Engaging Students with Poverty in Mind (Jensen). Shelley developed and instructed a summer literacy curriculum for at-risk students of Thea Bowman House in Utica, NY, since 2015. Devoted to raising awareness of the SDGs and fostering empathy across the globe, Shelley was selected to participate in *Empatico and the World Largest Lesson’s Fellowship*. She is currently an educator for Empatico’s *Empathy Across the USA: Race and Identity* program. Shelley’s ongoing professional development work consists of courses on diversity, equity, and inclusion. Shelley has been recognized as an Outstanding Teacher by the Learning Disabilities Association of the Mohawk Valley, an Outstanding
Shana Ferguson
Teacher Librarian, Columbia River High School
Fulbright Distinguished Awards in Teaching Research Program to the United Kingdom
Vancouver, Washington

Shana Ferguson is the teacher librarian at Columbia River High School in Vancouver, Washington. She received a Fulbright Distinguished Award in Teaching to study and develop digital literacy curriculum at the University of Edinburgh. She currently is a member of Washington State's Teachers for an Informed Public and has coordinated grant funding for her school to develop media literacy lessons in high school ELA classes. She also works as part of a core team to support the Washington Digital TeachKit, a project sponsored by the Washington Library Association to support remote and hybrid instructional design. In her free time, she is a competitive rower, coaches her school's Mock Trial team, is an avid reader and loves exploring places near and far with her husband.

Lauren Krizner Fischer
Education Program Specialist for the National Museum of American Diplomacy
U.S. Department of State
Washington, DC

Lauren Krizner Fischer serves as Education Program Specialist for the National Museum of American Diplomacy (NMAD) at the U.S. Department of State. She establishes education and outreach goals for the museum and plans curriculum and education resources based on its exhibitions. She designs and implements the NMAD's Diplomacy Simulation Program, which is available on the museum's website, including training materials. In addition, Lauren produced four education videos highlighting the work of U.S. diplomats under the themes of Peace, Prosperity, Democracy, and Development. Through Lauren’s leadership, NMAD has reached over 13,000 participants in 2019/2020. She works with collaborating partners, such as The White House Historical Association, the National Council for the Social Studies, the World Affairs Councils DC, and establishes relationships with educational organizations dedicated to the teaching of social studies, history, and global education. Prior to joining the Department, Lauren served as Director of Education at The New-York Historical Society in New York City where she co-curated two exhibitions, Kid City and $24: The Legendary Deal for Manhattan and co-authored The Martyr Patriot: Nathan Hale and Peter Stuyvesant and the Origins of New Amsterdam, both written for 5th and 6th-grade audience.
Lauren earned her master's in Museum Education from Bank Street Teachers College in New York City.

Lauren Granite
Director, U.S. Educational Programs
Centropa

Dr. Lauren Granite directs Centropa's U.S. educational programs. Prior to joining the Centropa staff, she spent more than a dozen years teaching Jewish history in colleges, a Jewish day school, and congregational schools. As a teacher, Lauren created Centropa's first cross-cultural projects with Berlin and Budapest, and since 2010 she has been building Centropa’s network of US schools; running workshops and seminars; mentoring teachers; writing lessons and projects; and working with educators in all disciplines to create dynamic learning experiences for their students using Centropa’s free resources.

Guy Hamlin
Teacher, Troy Howard Middle School
Teachers for Global Classrooms Program to Indonesia
Belfast, ME

Guy Hamlin has been teaching life lessons to students in Maine and abroad for 28 years. His greatest wish for young people is for them to become global thinkers and action takers. Hamlin has taught internationally (Korea, 2011-12,) has been a Fellow with the Transatlantic Outreach Program (Germany, 2015) and with Teachers for Global Classrooms Program (Indonesia, 2018) and is proud to be a TeachSDGs Ambassador. He earned a M. Ed in Global Education through the University of Illinois in 2019. Guy believes that his job is to help students learn not just about the world, but with, in, and for the world.

Faith Ibarra
Teacher, Trailside Middle School
Teachers for Global Classrooms Program to Brazil
Ashburn, VA

Faith Ibarra is a 20-year veteran teacher, having taught English, history, reading, journalism, creative writing, art, photography, and video productions in Florida and Virginia. Currently teaching in northern Virginia, Dr. Ibarra is transitioning from middle school to high school with the 2021-22 school year. Holding degrees in
English, Curriculum Design and Instruction, and Educational Leadership, as well as having been diagnosed with Dyslexia, Dr. Ibarra refuses to let anything stop her from learning. An avid learner, Dr. Ibarra has traveled to over 13 countries and worked in seven different countries. Her love for culture and adventure often shapes her summers, taking her to places such as beautiful Brazil or amazing Norway.

**Jennifer Manise**  
**Executive Director, Longview Foundation for World Affairs and International Understanding**  
**Washington, DC**

Jennifer Manise took the position of Executive Director for the Longview Foundation for World Affairs and International Understanding in February of 2010. Since it was founded by William Breese in 1966, the Longview Foundation has been seeking to build a more peaceful, just, & sustainable world by equipping youth with a global perspective and understanding of political, social, and environmental issues worldwide. Ms. Manise relishes the opportunities presented every day to elevate students, educators, and education leaders and to humbly contribute to Mr. Breese’s notion that a more peaceful world for the next generation is a goal worth pursuing. As a grant maker, she loves partnering with nonprofits and policymakers who endeavor to do the same. Prior to joining the Longview Foundation, Ms. Manise worked at the Council of Chief State School Officers as the Director of Program Development and Operations and consultant on strategic partnerships, international education, and education accountability and reporting. Ms. Manise has experience in executive leadership, philanthropy, creating thriving boards, and pre-K-20 education policy and partnerships. She lives in Vienna, VA with her patient husband and two amazing daughters.

**Michelle Neely**  
**Dean of Students, Ferris Junior High School**  
**Ferris, Texas**

Michelle Neely earned a Bachelor of Arts from Sam Houston State University, a Master of Art in Communications Arts from Southern Methodist University and a Doctorate in Education Leadership from the University of Mary Hardin-Baylor University. During graduate school, Michelle was recognized for her instructional talent as a graduate assistant and was encouraged to pursue teaching by professors at Southern Methodist University. After graduate school, Michelle Neely started her career in education in Dallas Independent School District where she taught Reading Language Arts, K-5 Gifted and Talented, Science and Social Studies. Michelle was the founding Associate Principal
of Teaching and Learning at The Barack Obama Male Leadership Academy (BOMLA) in Dallas ISD. BOMLA is a nationally recognized Blue-Ribbon School. While serving at BOMLA, Michelle coordinated all global studies initiatives and travel fundraising efforts at the school. Currently, Michelle serves as the Dean of Students at Ferris Junior High School in Ferris, Texas.

Angela Palmieri
Teacher, Jon Muir Elementary School
Fulbright Distinguished Awards in Teaching Research Program to New Zealand
Glendale, CA

Angela Palmieri is a third grade Spanish dual language immersion teacher at John Muir Elementary School in Glendale, CA. She is the founding teacher of John Muir's Spanish dual language immersion program, and has been an educator for over twenty years who has taught in Los Angeles, Detroit, and San Francisco. In 2016, Ms. Palmieri traveled to New Zealand on a Fulbright Distinguished Awards in Teaching Research Program to document and research the cultural pedagogical practices of Maori-medium schools. Angela was born and raised in Caracas, Venezuela to Italian immigrant parents and speaks Italian and Spanish fluently. Ms. Palmieri is a graduate of the UCLA Principal Leadership Institute and holds a B.A. degree in Urban Learning Education and an M.A. degree in Reading/Language Arts Education from CSULA, as well as an M.A. degree in Educational Administration from UCLA. In 2018, Angela traveled to China on a Fulbright Hays grant with UC Berkeley's Tang Center for Silk Road Studies, and in 2019 she traveled to New York's Pace University on a Gilder Lehrman Institute of American History grant to study immigration trends in the United States. Ms. Palmieri is in the third and last year of her doctoral studies in the Educational Leadership Program at UCLA-her dissertation research focuses on sociocultural competence in dual language immersion education.

Argine Safari
Teacher, Pascack Valley High School
Fulbright Distinguished Awards in Teaching Research Program to Finland
Hillsdale, NJ

Argine Safari is passionate about transforming the lives of her students through the power of music and global connections. After completing her Fulbright 6-month program in Helsinki, Finland, Argine has successfully developed global projects with her students at Pascack Valley High School in Hillsdale, NJ, that connect communities through arts collaboration. Argine’s goal is to raise her students’ global awareness and teach them empathy and understanding. Argine’s mission to transform and empower her students through the arts led her to co-found a non-profit youth theater arts company, Stage Scene and Song Performing Arts in 2013. Argine is a recipient of
numerous awards, including the 2010 Princeton University Distinguished Scholar Award, 2017 New Jersey State Teacher of the Year, NEA Foundation 2018 Teaching Excellence Award, 2018 Lowell Milken Fellow, and more. Argine is active as a clinician and chamber musician, having performed at Carnegie Hall, Madison Square Garden, and Zankel Hall. Argine is fluent in three languages and is currently a Doctoral candidate at Walden University. Argine’s article on innovative teaching was published in Moscow in 2019. In May 2020, she was featured in Dr. Bilha Fish’s book Invincible Women: Conversations with 21 Inspiring and Successful American Immigrants.

Al R. Schleicher
Teacher, State of California
Instructor, School of Teacher Education, San Diego State University
Fulbright Distinguished Awards in Teaching Research Program to the Netherlands San Diego, CA

Al R. Schleicher is a credentialed classroom teacher in the State of California and instructor in the School of Teacher Education at San Diego State University. As a 10th grade English teacher, Al was the Speech & Debate coach for seven years. He is a recipient of a 2017 Fulbright Distinguished Awards in Teaching Research Program fellowship, and his research and teaching praxis centers around democratic schooling in K-12 education. While on the Fulbright Program, Al’s research involved secondary school debate and language acquisition in The Netherlands. Currently, he is a Ph.D. student in the Joint Doctoral Program in Education at Claremont Graduate University and San Diego State University. Al’s work explores questions of critical thinking and collaborative problem-solving in classroom contexts. As an interdisciplinary educator, Al’s work further examines discussion, deliberation, and debate pedagogy as equitable disciplinary literacies.

Linda Yaron Weston
Lecturer, University of Southern California
Teachers for Global Classrooms Program to India
Fulbright-Hays Seminars Abroad Program to Brazil
Los Angeles, CA

Linda Yaron Weston is the author of Mindfulness for Young Adults: Tools to Thrive in School and Life. She teaches at the University of Southern California, where she developed their introductory mindfulness course. Prior to that, she was a public high school English teacher, where she became increasingly interested in how schools can support student health and well-being. A National Board-Certified Teacher with experience teaching academic and well-being courses at the high school and university level, she holds dual MEd degrees from UCLA and certifications to teach English, physical education, health, mindfulness, and yoga.
She served as a U.S. Department of Education Teaching Ambassador Fellow as well as in the Fulbright Hays Seminars Abroad Program in Brazil and U.S. State Department Teachers for Global Classrooms Program in India. As a daughter of immigrants, she has always been fascinated by other cultures, leading her to major in world literature, teach in diverse communities, design global curriculum, and travel the world connecting with others across culture, language, food, nationality, and perspective.

María Eugenia Zelaya  
Teacher, Eastside High School  
Executive Director, Children Beyond Our Borders  
Teachers for Global Classroom Program to Colombia  
Gainesville, FL

Born in Caracas, Venezuela, María Eugenia Zelaya is a first-generation immigrant in the United States. She has been teaching Spanish at Eastside High School since 2008. Mrs. Zelaya received a bachelor’s degree in Political Science from the University of Florida in 2000, and two Master of Arts degrees from the University of Florida (Latin American Studies 2002 and Political Science 2006). She took part in the 2015-2016 Teachers for Global Classroom Program and participated in the International Field Experience in Colombia. In her classroom, she provides her students with opportunities to understand others’ perspectives through video conferences with classrooms in Latin America (Colombia and Ecuador). She participated in the 2017-2018 Peace Teacher Program of the United States Institute of Peace. She was one of the 2019 Sustainable Development Goals Ambassadors working to as a representative of educators of the world to help empower students around the 2030 Agenda for a better world. She was selected as the High School Teacher of the Year for Alachua County. In 2019, she was one of the speakers at the TEDxUF conference. She is the Executive Director of Children Beyond Our Borders, non-profit organization based in Gainesville, Florida whose mission is to improve the quality of life and provide sustainable access to education for vulnerable students in the US and Latin America.