



# EXPEDITIONS



## 2026 GROSVENOR TEACHER FELLOWS

Photo by Ralph Lee Hopkins



## ALEXANDRA VALEN

ARLINGTON, VIRGINIA

Alexandra Valen teaches eighth-grade World Geography and seventh-grade Civics and Economics in Arlington, Virginia. In her practice, she is committed to cultivating global awareness, elevating diverse perspectives, and promoting civic engagement. She engages students daily in visible thinking routines and purposeful discourse. As a Grosvenor Teacher Fellow, she looks forward to using her field experiences to spark deeper inquiry and curiosity about the world's cultures, systems, and environments.



## ALLISON WELLER

COPIAGUE, NEW YORK

Allison Weller is a Middle School Social Studies Chairperson, High School AP Social Studies Teacher, and Global Ambassadors Co-Advisor in Copiague, New York. She holds a Ph.D. from Teachers College, is an active member of the New York State Council for the Social Studies, and has received numerous fellowships including a Fulbright-Hays to China and a Teachers for Global Classrooms to Brazil that have helped her foster a sense of exploration and global citizenship among her students.



## ANDREW COBURN

PROVIDENCE, RHODE ISLAND

For more than two decades, Andrew Coburn has been an advisor at The Met High School, an internship and project-focused school. Andrew is drawn to teaching and connecting with youth through outdoor education. This drive led to teaching his classes in the Providence Parks' Botanical Center and Natural History Museums, running bike programs, a community garden plot and an outdoor activity club. He was a Rhode Island District Teacher of the Year in 2023-2024.



## ANDREW THOMAS

SUMMERSVILLE, WEST VIRGINIA

Andrew Thomas is an elementary teacher in Summersville, West Virginia. He holds a bachelor's degree from Concord University, a master's degree from Grand Canyon University, and will complete a second master's degree from Fairmont State University in May. He has served in multiple leadership roles during his career. As a 2026 Grosvenor Teacher Fellow, he looks forward to bringing the stories of his adventure back to his rural Appalachian community.



## ANTOINETTE TESSARO

ROSEVILLE, CALIFORNIA

Antoinette Tessaro is a mathematics educator from California who believes every child is capable of learning mathematics when given opportunities to explore and discover. With more than two decades of experience, she cultivates a growth mindset through place-based learning and real-world inquiry. A former Peace Corps Volunteer in Paraguay and NASA Explorer Schools Team Lead, she helps students see mathematics as a lens for understanding the natural world – from California's watershed to Hawai'i's coral reef ecosystems.



## AUSTIN MARSH

MEDINA, WASHINGTON

Austin Marsh is a fourth-grade math and science teacher at St. Thomas School in Medina, Washington. He believes in leading from within, bringing challenges and joy to his students every day. He creates project-based units and uses student interest to keep kids engaged and excited about their learning. Austin is looking forward to this extraordinary experience and teaching his students how to foster an explorer's mindset.



## BRAEDEN KELLY

KANANASKIS COUNTRY, ALBERTA, CANADA

Braeden Kelly is an outdoor and environmental educator with the Canadian Rockies Outdoor Learning Centre. He works with teachers across Canadian Rockies Public Schools to co-create curriculum-connected outdoor learning experiences that help students build curiosity and a deeper connection to the land. His background includes leading canoe trips for summer camps and working as a park interpreter with Parks Canada in Banff.



## BRITTANY DEVALK

NASHVILLE, TENNESSEE

Brittany DeValk is a National Board Certified History Teacher at Ensworth School in Nashville, Tennessee. She brings history to life through inquiry, storytelling, and experiences from her own travels. In her classroom, students explore history through discussion and primary sources, examining how geography, culture, and human choices shape our interconnected world while developing curiosity, empathy, and a global perspective. Outside the classroom, you'll find her coaching swimming or chasing her next passport stamp.



## BROOKE NENADAL

WILLIAMSPORT, PENNSYLVANIA

Brooke Nenadal is an elementary gifted and enrichment educator in Pennsylvania who helps K-6 students explore the world through hands-on, interdisciplinary learning rooted in geography and innovation. A NASA Endeavor Distinguished STEM Educator, Fulbright Fellow, and 2025 Pennsylvania Teacher of the Year Finalist, she brings both classroom expertise and global perspective to her work. Brooke believes exploration begins with curiosity and empowers young learners to lead with wonder and become thoughtful changemakers.



## BRYAN PRICE

SPARKS, MARYLAND

Bryan Price is a National Board Certified Teacher and an elementary music educator at Sparks Elementary School in Maryland. Drawing on ethnomusicology, storytelling, and global travel, he helps students explore how culture, geography, and history can be heard through music. His classroom often sounds like a small international festival, where curiosity, rhythm, and discovery go hand in hand.



## DAKOTA BAHLAU

GRASSLAKE, MICHIGAN

Dakota Bahlau teaches at George Long Elementary in Grass Lake, Michigan, where she builds a classroom where science breathes. Chicks hatch beside math journals. Salmon grow alongside fifth graders. Questions travel from small-town desks to ships at sea. A storyteller first – and a teacher always – she believes learning is most powerful when students recognize that discovery is not distant or reserved but already within their reach.



## DIANE CHANG-HO

TEMPLE CITY, CALIFORNIA

Diane Chang Ho has taught art at Temple City High School for more than 20 years. She is passionate about multicultural art and global art education and builds collaborative lessons with teachers and students in Peru, Japan and Taiwan. Her work fosters cultural understanding and shared artistic inquiry. In 2025, she was a Fulbright Global Classroom alumna to Peru.



## ERIK ECKHOFF

FORT COLLINS, COLORADO

Erik Eckhoff is a social studies and English language development teacher for multilingual students at Poudre High School in Fort Collins, Colorado. As a geography teacher to newcomer students, he values the rich backgrounds and unique experiences his students bring to their classroom, school, and the local community. Erik is a passionate seeker of new knowledge, striving to help students gain the skills they need to succeed in their new country.



## GERALDINE MASKELONY

ARLINGTON, VIRGINIA

Geraldine Maskelony teaches statistics and data science at Arlington Tech, a public early-college high school. She is a National Board Certified Teacher, national PAEMST awardee and former Fulbright Singapore fellow. Using a collaborative, inquiry-based model, Gerri helps students connect issues they care about with quantitative tools and real-world data that strengthen their arguments. She is motivated by facilitating original student research and helping students communicate using the language of statistics.



## JENNIFER HAIRRELL

MAPLE GROVE, MINNESOTA

Jennifer Hairrell teaches Spanish at Maple Grove Middle School in Minnesota. She creates a dynamic educational experience through the inclusion of music, dance, and culture. A Fulbright Teacher for Global Classrooms alumna, she is committed to finding local connections to global themes, ensuring learning is relevant and meaningful. Jennifer empowers students to see beauty in the similarities and embrace the differences that connect us as humans.



## JINHUI YU

SACRAMENTO, CALIFORNIA

Jinhui Yu is a National Board Certified Teacher, NEA Global Learning Fellow (2025), and PhD candidate teaching at a Title I Mandarin Immersion elementary school in California. With teaching experience in China, Finland, and the United States, he designs interdisciplinary, inquiry-based projects that integrate STEAM and language learning to build global awareness, cultural understanding, and real-world impact – while mentoring teachers and advancing global education practices.



## JOSHUA CHARD

PORTLAND, MAINE

Joshua Chard is the 2024 Maine Teacher of the Year and a second-grade teacher at East End Community School in Portland, Maine. In 2024, he was named a Maine Department of Education Arts Integration Teacher Leader Fellow, supporting educators in designing joyful learning through the arts. A longtime theatre director and advocate for equitable education, Joshua believes every child deserves to feel seen and celebrated. His work centers on relationships, creativity, and community engagement.



## KACIE SEITZ

KIHEI, HAWAII

Kacie Seitz is a National Board Certified Teacher and Curriculum Coordinator at Kamali'i Elementary School on Maui, Hawai'i. With nearly two decades in public education, she leads place-based and project-based learning that connects content, culture, and community. Her work centers 'āina (earth), 'ohana (family), and students' lived experiences through joyful inquiry, helping young learners see themselves as curious problem solvers and stewards of their island home.



## KATE ADAMSON

BAKERSFIELD, CALIFORNIA

Kate Adamson teaches AP Biology and Biomedical Sciences at Stockdale High School in Bakersfield, California. She believes education is strongest when it empowers students to tackle real-world challenges in public health and conservation. Spending her spare time in the mountains fuels Kate's love for conservation biology, a passion she shares by connecting students to local ecosystems. As a Grosvenor Teacher Fellow, she is eager to share her expedition to Antarctica with her learners.



## KATHRYN BERLIN

MEMPHIS, TENNESSEE

Kathryn Berlin is a middle school special education teacher at Grizzlies Prep, serving students from historically underserved communities in downtown Memphis, Tennessee. She teaches English Language Arts and Math. Additionally, she provides intensive literacy intervention to older emerging readers who haven't acquired fundamental decoding skills. Passionate about inquiry-driven learning, Kathryn designs field-based experiences that empower students to see themselves as scientists and stewards in their communities and beyond.



## KATIE RYAN

SPRINGFIELD, OREGON

Katie Ryan is a 9-12 science teacher at the Academy of Arts and Academics in Springfield, Oregon. She designs field-based, experiential learning projects that connect students to their local and global environments. Passionate about empowering young people as explorers and problem solvers, she hopes to bring back relevant stories and real world data that inspire her students to question, understand, and confidently explore their world.



## KIM ETSITTY

NAVAJO, NEW MEXICO

Kim Etsitty, a Diné educator of the Tó'díich'íí'nii (Bitter Water) Clan, is an Indigenous science curriculum writer dedicated to land-based learning rooted in Navajo teachings. She designs culturally grounded learning experiences that honor relationships with land and community. Committed to empowering the children of Turtle Island for the next seven generations, Kim inspires students to embrace their identities as knowledge keepers and future leaders.



## LAUREN PARKER

FORT WORTH, TEXAS

Lauren Parker teaches seventh- and eighth-grade science at Fort Worth Academy in Fort Worth, Texas. She strives to inspire students with real-world connections to the concepts they study. Lauren's classes have supported scientists with growing plants in space, designed experiments for a Zero-G parabolic flight, and collaborated globally. Lauren plans to use her experience as a Grosvenor Teacher Fellow to bring the wonder of our own planet to her students.



## MELANEY SANCHEZ

OWINGS, MARYLAND

Melaney Sanchez, a graduate of University of Michigan and Notre Dame of Maryland University, is a National Board Certified Teacher with a Ph.D. in minority achievement. As a teacher-librarian at Mount Harmony Elementary, she ignites curiosity and learning beyond the classroom. As a Fulbright Teacher for Global Classrooms alum, Fund for Teachers Fellow, and National Education Association (NEA) Foundation Global Learning Fellow, she empowers every child to discover their voice and shape the world.



## MELISSA EASLEY

BATON ROUGE, LOUISIANA

Melissa is a member of the upper school English Faculty at Episcopal High School in Baton Rouge, Louisiana, where she teaches literature, research, and creative writing. With a Master of Fine Arts in Creative Writing and courses like “Literature of the Mississippi River,” Melissa helps students understand that the stories we tell, and whose stories we tell, about any place shapes our understanding of the past and our vision for the future.



## NEWSTEIN CHANG

BERNARDSVILLE, NEW JERSEY

Newstein Chang, a life science teacher at Bernards High School, has one passion in his career: bringing the “doing” of authentic science to the classroom. Newstein has championed inquiry-based learning as the best way to cultivate the next generation of science-literate denizens. Passionate about curriculum development, in his last district, Newstein led the development of their first inquiry-based storyline curriculum – a win in his book, and a win for the world.



## PERRY ACORN

PRINCE ALBERT, SASKATCHEWAN, CANADA

Perry Acorn is a land-based teacher with the Saskatchewan Rivers Public School Division in Prince Albert, Saskatchewan. An experienced teacher in music, fine arts, and practical and applied arts, he is passionate about connecting students to learning on the land and building connections with culture, community and the environment. Through the Grosvenor Teacher Fellowship, Perry looks forward to bringing global perspectives and experiential learning to his classroom.



## REVA LOBATOS

RIVERTON, WYOMING

Reva Lobatos is a veteran elementary educator from Wyoming with 22 years of classroom experience. She is passionate about blending mindfulness, technology, and human connection to cultivate curiosity and resilience in young learners. Currently pursuing a Doctor of Education degree in Learning Design and Technology, Reva is committed to expanding students' global awareness through immersive, inquiry-driven learning experiences.



## RHONDA BURROUGH

KATY, TEXAS

Dr. Burrough is an AP Environmental Science educator at Katy High School in Katy, Texas. She champions experiential learning and engaging students outdoors to deepen understanding and stewardship of the natural world. She designed and established a two-acre coastal prairie on her campus as an interactive laboratory, using it to connect curriculum with authentic, community-based problem solving – an approach that reflects her core belief that science literacy begins when kids go outside.



## SAMANTHA GOMES

CAMBRIDGE, ONTARIO, CANADA

Samantha Gomes is the Geography Department Head at Preston High School in Ontario, Canada, where she facilitates place-based learning opportunities for students that align with the values of National Geographic's Explorer Mindset. Drawing from her passions for travel and environmental advocacy, Samantha aims to inspire the next generation of explorers to be curious, compassionate, connected to, and caring towards our lands, oceans, and each other.



## SARAH SLACK

BROOKLYN, NEW YORK

Sarah Slack is a middle school science educator in Brooklyn, New York, who designs immersive, data-rich learning experiences that connect students to real-world science. A former Albert Einstein Distinguished Educator Fellow and PolarTREC Antarctic researcher, she integrates climate science, field research, and storytelling to inspire students to see themselves as scientists and changemakers. She continually seeks experiences that strengthen her ability to help students expand their understanding of the world.



## SEAMUS RUSSELL

MOBILE, ALABAMA

Seamus Russell teaches AP World, AP European, and AP U.S. History at St. Luke's Episcopal School in Mobile, Alabama, where he also leads an interdisciplinary philosophy elective. His discussion-based approach blends history with environmental and STEAM lessons, helping students explore cultural and ecological worldviews amidst global interdependence. Drawing on international fieldwork and exchanges, Seamus aims to inspire curiosity and intentional engagement with the world, encouraging students to take positive action.



## SHAKIRA PROVASOLI

NEW YORK, NEW YORK

Shakira Provasoli is a K-6 environmental science teacher at PS 333 Manhattan School for Children's rooftop hydroponic greenhouse. Originally from Maine, Ms. Provasoli incorporates a view of the natural world with the greenhouse's reliance on technology. She is a Math for America fellow, serves as a co-chair on the NYC Climate Education Science Leadership Team, won the Presidential Innovation Award for Environmental Education, and teaches a Climate Education course for educators.



## SHELINA WARREN

WASHINGTON D.C.

Dr. Shelina Warren is a social studies educator, instructional coach, and director of the Eleanor Holmes Norton Law and Public Policy Academy at Paul Laurence Dunbar High School in Washington, D.C. where she empowers students through civic engagement, justice-centered learning, and real-world experiences. Warren is passionate about helping young people find their voice, understand their power, and lead change in their communities.



## SUSAN THOMPSON

SCHEREVILLE, INDIANA

For over twenty years, Susan Thompson has been teaching fifth grade and empowering her students with cultural intelligence to build individual pride and find interconnectedness within their school and beyond. With her love of storytelling and literature, she facilitates students in making real-world connections and exploring history through multiple perspectives. In 2022, Disney's Imagination Campus honored Susan as part of their "50 Teachers Celebration" for her creativity in the classroom.



## TAYLAH HAWKS

WASHINGTON D.C.

As an innovative biomedical science educator in Washington, D.C., Taylah Hawks is committed to developing confident, passionate global citizens. Her courses empower students to cultivate the curiosity, integrity, and leadership skills essential for future healthcare professionals. She fosters these qualities by integrating real-world case studies and hands-on laboratory experiences, enabling students to build meaningful and lasting connections with the natural world.