

SABBATICAL WRITTEN REPORT FOR MERRILL WATROUS, WINTER 2013

Written report: to Marisa Hastie, hastiem@lanecc.edu).

Oral presentation: 15-20 minutes Fall 2013 In-service.

Digital Stories / Coop Council and Coop Barbeque

Parker Palmer, author of *Courage to Teach*, spoke with one of my students on the phone for hours after my student called him with a request for an interview.

*"I am pondering the question of what is my vocation post-65 years of age. The life agenda for the years 65-75 is much different than when you are younger. I try to live intentionally, and so I plan to take a sabbatical in my 65th year. I want to use that year as a **year of discernment** regarding my vocation and my own aging."*

LCC gave me a term of discernment this winter, and I am filled with gratitude for it. I turned 64 upon returning from sabbatical, and this sacred space of time is what I most needed as a teacher and as an individual. I have learned more in the past three months (winter term and "vacation" weeks) than in any previous three months in memory . . .

"One Hundred Seconds of Solitude," by Alex Mar / NYTimes Book Review Essay, March 10, 2013

"Recently, I found myself in a cabin in the snow-dusted New Hampshire woods of the MacDowell Colony working on a book that's due in few enough months to cause concern. It was a four-week residency, and wildly productive: without social distractions, the Internet, or even decent cell phone reception, I churned out pages in record time, hitting and then exceeding my regular word count on a daily basis. That is until – through innocent accident – I discovered my iPhone had 3G access on the northernmost corner of my cabin's front porch . . ."

My written report includes a thorough review of the objectives of my sabbatical along with a discussion of the outcomes of my project and how its goals were met along with changes made to the plan. The most significant change was a midterm decision to take a course at the Center for The Digital Story in Berkeley; this was tremendously valuable to me as both an individual and as a teacher. The greatest gifts of my sabbatical include: those seconds of solitude and grace, the opportunity to frame my days for optimal learning rather than optimal teaching, and time and space to grow more fluent in the languages of technology.

OBJECTIVES

I wrote about interviewing teachers – especially teachers of children of poverty. I began by interviewing teachers in Eugene/Springfield – particularly mentor teachers for my LCC students at McCornack Elementary. The single most meaningful interview I conducted with a teacher, however, was with Sarah Tichnor, kindergarten teacher in a

highly reviewed public elementary school in Durham, NC that serves low income families. I knew nothing about her when I planned for this sabbatical but met her through the pages of a book—a book I discovered long after putting together booklists for my sabbatical application(s). That book was Cathy Davidson's NOW YOU SEE IT.

I have since corresponded with Ann McGrail about using this text and Davidson's YouTube videos for a Tea and Topics discussion. (Davidson was Duke Provost 2004 for the Apple iPod Project and World Technology Educator of the Year 2012). I will be joining other faculty to view Davidson's recent teacher education talk at a luncheon this April at LCC. When I emailed her just on the off chance that she might be in Durham when I was (her website said she was on leave), I heard back from her within an hour. This was almost typical of the people I met and interviewed while on sabbatical. I was afforded extraordinary access to conversations that enriched my life and – I hope – will enrich my writing.

I interviewed: K12 teachers at exemplary public and private schools in SF; a director at 826 Valencia (a tutoring center in the Mission); a teacher at MHS written about as an outstanding teacher in a Mother Jones profile (the author cancelled our SF interview the day before due to illness); and leaders in fields other than education including Mary Roodkowsky (Founder Ethics Desk at UNICEF), Gregory Nava (Writer and Director of El Norte) and Sharon Tanner (Pioneering Female CEO Health Care).

While in Hawaii on Spring Break (I regard the bookend break times around my sabbatical as a part of that sabbatical) I met with Diane Parker, teacher and author of *Jamie*, a book my students read every term. I also met Cathryn Lau, an art teacher from Punahoe that I'd corresponded with previously and who is a fan of the book I began on my last sabbatical, *Writing in Color*. She toured Punahoe with me and then we visited a local museum for a tour of an exhibit of art in math education. (I had just seen collections of her students' work in which she'd used similar ideas.) Finally, we ate lunch together on the museum lanai and talked teaching.

FROM THE APPLICATION

I have three goals for this sabbatical. First, I will read current research in my field and interview experts – both mentors and mentees. THIS I HAVE DONE WITH, GREAT SUCCESS. Second, I will take a Stanford University writing course through their Online Writers' Studio. (My daughter teaches for Stanford and gifted me with tuition but specific course offerings in creative nonfiction change each term.) I TOOK THIS CLASS AT STANFORD IN THE SUMMER BEFORE MY SABBATICAL IN PREPARATION FOR IT, RATHER THAN DURING THE SABBATICAL TERM ITSELF. I LEARNED A GREAT DEAL FROM AMMY KELLER ABOUT THE TEACHING OF WRITING WHICH I AM USING WITH MY LCC STUDENTS AND IN MY OWN WRITING – ESPECIALLY ABOUT THE DISCUSSION OF SCENE AND SUMMARY AND HOW TO WRITE DIALOGUE EFFECTIVELY. Finally, I will write a field guide for mentors and mentees in teacher education specific to these challenging times: *Teaching Together*. I AM IN THE MIDST OF WRITING THIS BOOK. BECAUSE I SPENT MORE TIME INTERVIEWING AND TRAVELING THIS TERM

THAN DURING MY FIRST SABBATICAL, MY DRAFT IS LESS COMPLETE THAN THE DRAFT I HAD AT THE END OF WINTER TERM 9 YEARS AGO. MY FIRST SABBATICAL ENDED WITH A ROUGH DRAFT WHICH I COMPLETELY CHANGED OVER THE NEXT 8 YEARS BEFORE PUBLISHING IT IN 2012 ON iBooks. MY FIRST BOOK TOOK 4 YEARS TO PUBLISH WITH FEARON/SIMON AND SCHUSTER. THIS THIRD BOOK WILL TAKE YEARS TO COMPLETE AS WELL, BUT I EXPECT TO HAVE SOMETHING CONCRETE TO START REVISING BY THE END OF SUMMER. I COMPLETED THREE DIGITAL STORIES THIS TERM AND THE FIRST FIFTY PAGES OF WHAT WILL PROBABLY BE A 150-200 PAGE MANUSCRIPT. I AM GOING TO KEEP IT SHORT SO THAT IT'S AN EASY READ FOR MENTOR AND STUDENT TEACHERS.

TOPICS TO COVER FOR THE FIELD GUIDE

1. First Days and Goal Setting
2. Building Relationships
3. High Expectations
4. Connecting with Principals and Working with Guest Teachers
5. Managing Behavior
6. ~~Science and Math K8 + relevant websites~~
7. Arts integration + project learning
8. Literacy and Student Publishing K8
9. ~~Unique Challenges of High School Internships~~
10. Project Learning and Field Trips
11. **The Gifts of Student Teachers as Digital Natives**

I chose not to address the topic of HS internships or the STEM focus at this time as they are both outside my areas of expertise and the time limits of a one-term sabbatical did not allow me to increase my knowledge of either topic substantially.

I am writing extensively about how to mentor students as users of technology and to be mentored by them as mentor teachers are often digital immigrants and student teacher often digital natives.

How is this activity valuable and relevant to your division/department, discipline, program, profession, students and/or college? (15 points)

I continued to **stay in touch online** with teachers and students and to **post** what I was learning. I conducted **two site visits** at the end of the term because my students needed me to be present for them at critical times. Teaching, like sabbatical concerns, rarely fits into particular time or space slots. (Davidson writes about the binary nature of work and play in the twentieth century and the way that computers have completely restructured both in the twenty-first.)

I included three teachers/student teachers who are LCC graduates in an evening three-night course on writing I taught to gifted Springfield students and parents this winter mid-traveling (after checking with sabbatical committee folk

that this would be acceptable). One graduate, Mary Harwood - now a teacher in Springfield, got to work closely with two directors of curriculum and to become known by them for the excellence of her teaching. By team teaching, I learned much from her about how to use time and technology most effectively with families with limited resources. I am continuing to meet with her each Sunday and to work with her as a technology coach. While on sabbatical, I met weekly a One2One coach at Apple stores in Durham, SF, and Honolulu. Eugene lacks an Apple store, so Mary has become my weekly tech coach. I am remarkably more adept with all things techie since returning from sabbatical. And that's exciting in so many ways. Mary has begun working seriously in teacher education herself. And she began not so many years ago as a student at LCC . . .

The second teacher on my team, Michelle Richard, taught while a senior and student teaching during the day. I mentored Michelle in making a digital story to present the story of the workshop we lead; Michelle mentored me last summer as I made text videos with her and we flipped a class together.

The third teacher, Sarah Bosch, (Sarah is the e-text designer of *Writing in Color*) created a digital story for the Springfield children and parents about the picture book she wrote and illustrated for ED 200 based on her ethnic heritage. I took Sarah with me to a meeting of UO faculty planning for workshop for teachers we will be presenting this summer based on Latin American studies. The JSMA education director was so impressed with Sarah's digital story that she was hired on the spot to help. In these ways and many others, I have **continued to mentor and to be mentored during this sabbatical**.

BOOK LISTS

I made a book list for each of the sabbatical applications I developed over the years before this one was approved. However, as an avid reader, this is the least meaningful preparatory task for me in a sabbatical application. Since I read all the time, I am not going to put off reading something I want to read because I am not on sabbatical. (I applied for many years for this second sabbatical.) And, one book leads to another, and I like to read what is most current. So, two of the most important books I read this winter were completely new to me this winter. One was just published and one I just learned about. I created "one pagers" of some of the books that I read this winter as models for my students who are required to read teacher trade books for fun and then to create one-pagers themselves from these books before creating digital book stories about them.

I included here **four one-pagers** created from books read while on sabbatical: *A Beginners' Guide to the Brain* by Elaine Johnson, *Now You See It*, by Cathy Davidson, *The Road Out, A Teacher's Odyssey in Poor America*, by Deborah Hicks (2013), and *The One World Schoolhouse*, by Salman Khan (2013). Not one of these books was on my original booklist but each of them was worth reading and learning from and about.

I discovered the book on the brain through my TA, Amy James, who first heard the author speak at an education conference. I found the Davidson book in a bookstore and originally chose to read it because of the Duke connection. I heard about *The Road Out* on NPR and ordered it on the spot as it is a perfect example of “just in time reading” which corresponds to the idea of “just in time learning.” Salman Khan’s book is one I felt I needed to read because of the importance of the MOOC and OER to twenty-first century teachers. I even began taking a biology class from Khan’s open university – “just because.” However, I have not pursued it actively as I have so much else to do – to learn, to read, and to write – and this sabbatical has come to a close.

The most significant post-sabbatical work I’ve engaged in since coming home includes reading (I’m in the midst of it) *Far From the Tree* by Andrew Solomon and beginning my 65 LIST. I turn 64 this week, and I plan to follow Parker Palmer’s advice and make this next year a year of discernment as I decide what to do next with my life. This sabbatical made that kind of thinking possible, and I am beyond grateful for this opportunity.

MODEL ONE PAGER CATHY DAVIDSON AND NOW YOU SEE IT
<http://www.cathydavidson.com/video/>
<http://www.pdscompasspoint.com/collaboration-by-difference-distraction-is-your-friend/>

Historian R. Darnton: **FOUR INFORMATION AGES OF MAN** 1- 4000 B.C. (Invention of Writing in Mesopotamia), 2- 10th c China/15th c Europe (Invention of Movable Type), 3-18th c (Mass Printing), 4- 2000- to 2013+ (Digital Age)

“How we use our brain changes our brain” “What captures attention affects biology.”

Futurist Alvin Toffler “The key literacy skill of the 21st c is the ability to **learn, unlearn, and relearn.**” // **“Attention is about difference”**

2003, iPod had no educational apps/ Duke becomes Apple partner (6 universities w 6 technologies) / **“Instead of teaching, we hoped to learn.”** Duke mocked in Newsweek as leading youth astray before becoming transformed thru experiment

Crowd-sourcing – inviting a group to collaborate on solution to problem/ Difference and diversity rather than expertise and uniformity solves problems./ **“No one of us individually is smarter than all of us collectively”**

Duke Students: Audio library heart arrhythmias support worldwide medical research; Musicians “play” in major orchestras; Engineering students hack codes

“iPod experiment investment not in technology but in a **new form of attention.**”

19th c = all about elementary education, 20th c all about HS education, 21st c?//
1957 Sputnik leads to “American competition and emphasis on educational attainment.” That fueled American’s economic growth in 60s / Today?

2005 US drops #2 to #15 college grads (High college rate in tuition-free countries)

Small class size keeps kids in school. Twenty magic number. “Even on a neurological level, kids improve with directed, special attention.”

“The drop-out rate of teachers is a bigger crisis in this country than the drop-out rate of our high school students.”

“All the old markers of what was supposed to be leisure time now bleed into the workday, while work now bleeds into our leisure time.”

“The present conversation about multitasking raises implicit questions. Was there ever such a thing as monotasking? / **Our worries about multitasking create the problem; they don’t just name it.**” 282

MODEL ONE PAGER **The Road Out, A Teacher's Odyssey in Poor America, by Deborah Hicks (2013)**

"I grew up in Appalachian NC, the daughter of working class parents. My childhood was tainted not just by economic distress but by **the things that go with such distress**. My parents could never escape the traumas of their dirt-poor childhoods, and I left through the only escape hatch available: education."

"My students faced **bone-crushing loss**: their childhoods had been stolen from them. The landscape in which they were coming of age was a haunted one - depressing, uncertain, fear-provoking. People fought on the streets, dealers worked their corners, the unemployed were listless and ashamed, the air was foul." (35)

"All around me were the mantras about education for the poor. I was supposed to be getting the girls workforce ready, skilled enough at reading so they could at least finish high school. But something deeper in literature ..."

"The idea of reading a novel about **a girl like her** was one big reason she didn't care for the book... Elizabeth wasn't yet ready for a novel about a girl who was 'just like her.' **Could I bring myself to enjoy the kind of book that she loved?**"

"Fans of horror and ghost stories can experience a thrilling read and yet know that in the end *they* will be safe. This can be cathartic."

Cincinnati = # 3 of US cities with the highest poverty - 57.9+ % HS dropouts
"What is harder for prosperous Americans to understand is the **real story about public education for the poor**. Too often, the stagnant differences in educational curriculum, opportunity, and methodology - as the rote learning I endured as a schoolgirl - have only been blacktopped with language and ideology." (88)

"We were **starting to lose her**, and every day, and **every teaching decision, mattered.**" 94

"Two years into our weekly literature class, Adriana and Blair were hungry for such discussions. They were ready to tease things apart and look at them with a **critical, discerning eye.**" 98

"**As teachers, it is all too easy to forget that we are constantly asking students to change not just what they do but who they are.**" 109

"Alicia was soon in love with her book, too. This morning she had been reading for nearly an hour, a landmark achievement for a girl who was still a struggling reader." 13

"When Mariah discovered the novel that fall, something seemed to shift inside her. She decided there could be a place for her in school, for here was a book that called to her." 143

"I felt a sense of magic at **hearing the voice behind** the written page."

"**When you grow up without the economic security enjoyed by the middle class and without the cultural capital of seeing others around you finish high school and go to college, a lot of what happens in young adulthood just happens to you. I don't remember ever thinking of my life at sixteen in terms of choices.**" 233

"I deserve it. I deserve a better life than what I got raised up in."

"**What (my students) most need is not more virtue, but more opportunity.**"

MODEL ONE PAGER (5): *A Beginners' Guide to the Brain* by Elaine Johnson
UNDERSTANDING **PLASTICITY** AND HOW EXPERIENCE CHANGES THE BRAIN

- By late twenties, complete **prefrontal cortex complete** (brain's CEO)
- Prefrontal cortex connects to **amygdala** (emotional brain)
- **Neurons**(cell/dendrites/axon)require stimulation(chemical/electical signal)
- When neurons connect across synapse, **dendrites** grow like trees in sunlight
- IQ fixed? Experience raise or lower 20 points! **Brain like a Muscle**; use it!

MAKING CONNECTIONS

- Axons acquire **myelin** in stages: 2 months for speech, age 2 for balance, age 15-29 in prefrontal cortex/ to remember, attend, organize, control emotions
- **Left Hemisphere** = logic, problem solve, language/ tree, not forest/ meaning
- **Right Hemisphere** = tone of voice, facial expression/ melody, not notes
- Each hemisphere **controls opposite** side of body; corpus callosum unites
- **Cerebellum** at base brain – coordinates movements and learned motor skills

MUSIC

- Music **grows** and strengthens the brain
- Auditory cortex of musicians 25% larger than others
- Child learning instrument = spatial awareness, good memory, coordination
- Instrument before age 7 = larger corpus callosum (connects hemispheres)
- Character growth through music: patience, determination, learning from mistakes, persistence, self confidence, sociable brain playing with others

PRESCHOOL

- Damaging stress if demanding academic material present too soon/ Instead:
- *Individual attention, conversations with one adult, practicing self control
- *Listening, learning songs, explaining why something seems true
- *Thinking about meaning of things, imagination, cooperation

PHYSICAL ACTIVITY AND SLEEP

- Exercise needs to be frequent + regular, aids coordination of thought + action
 - Connections during sleep affect learning, insight, memory, and motor skills
 - Mindfulness requires paying full and explicit attention to the moment
 - Children “watch and wire” through mirror neurons / “When children watch a teacher show patience, the child’s mirror neurons readily imitate.”
 - “To alter the brain is to alter the species” – American kids w 8 hours screen = concentration, ability to postpone gratification, empathy, critical thinking?
 - **Every hour TV toddlers watch ups by 10% likelihood by age 7 = ADHD**
 - 1900, children talked to adults 7 1/2 hours a day/ Today? 7 minutes
- TO GROW OUR BRAINS AND THEIRS
- Work hard, be mindful, practice self-discipline, Celebrate success and minimize stress and fear
 - Build positive relationships and do only things that merit emulation
 - Help others belong; include everyone, be mindful and open-minded, and love

MODEL ONE PAGER **The One World Schoolhouse, by Salman Khan (2013)**

"It's my belief that **each of us has a stake in the education of all of us.**"

Pacing: Settle in (3-5), Focused attention (18 minutes), Lapse, (3-4 minutes),

"Art is the elimination of the unnecessary." (Picasso)

"Kids need to have a grounding in basic math and science; to understand how language works so they can communicate effectively and with nuance; to have some awareness of history and politics so as to feel at home in the world, and some conversance with art in order to appreciate the human thirst for the sublime. **Beyond these fundamentals, however, the crucial task of education is to teach kids *how* to learn. To lead them to *want* to learn.**"

World Bank Statistics: 25% of teachers in government primary schools skip school on any given day, only 50% of those who show up actually teach

"Two of my first precepts were these: that lessons should be paced to the individual student's needs, not to some arbitrary calendar; and that basic concepts needed to be deeply understood if students were to succeed."

"In a traditional academic model, the time allotted to learn something is fixed while the comprehension of the concept is variable."

"From the student's perspective, only by taking responsibility does true learning become possible; studies of mastery learning dynamics make this clear."

"We learn, first of all, by deciding to learn, by committing to learning. This commitment allows, in turn, for concentration."

"Education doesn't happen in the empty space between the teacher's lips and the students' ears; it happens in the individual brains of each of us."

"Active learning, owned learning, begins with giving each student the freedom to determine where and when the learning will occur. Corollary to this is the idea of self-paced learning, which gives the individual student control over tempo."

"Imagine if we assessed student dancers purely by their flexibility or their strength. If we judged student painters purely by their ability to mix colors perfectly or draw exactly what they see. If we appraised aspiring writers purely by their mastery of grammar or vocabulary. What would we actually be measuring? Would the measurements say anything about an individual's potential for true artistry?"

"The single strongest measure of better achievement scores is NOT time spent homework but instead frequency and duration of family meals." (UM)

\$10,000 per student=HS \$300,000 per classroom which =120-170,000 for "other" and that is? Security guards, football fields, administration

Quoting Cathy Davidson, Duke "If you change the technology but not the method of learning, then you are throwing good money after bad practice. (The iPad) is not a classroom learning tool unless you restructure the classroom." (65% this year's kinders will end up doing jobs that have not yet been invented.")

UNEXPECTED LEARNING

Before leaving on sabbatical, I took the faculty/staff IT training in the digital story and saw how important this tool could be for my students and for their future students. I then learned that there was a training going on in Berkeley during my sabbatical term so I applied to the program and was accepted and then took this course in March.

It was an extraordinary opportunity from which I learned so much. After reading and thinking and writing about mentoring over winter term, I was ready to be mentored myself! In Berkeley, I worked with a journalist named Aaron Goodman who had worked for many years as a war correspondent. When you create a digital story, you are limited to 350 words and 3 minutes - not much of a challenge for him as he was used to writing within a time frame and word limit. I was not.

While in Berkeley, I created a story called THE TEACHER WITHIN specific to the stresses involved in K12 teaching and the difficulties of building and maintaining a balanced life while dealing with those stresses. While visiting schools in SF the week after my class in Berkeley, I finished a story called WE CAN'T SEE WHAT WE CAN'T SEE, based on my work with Aaron and my reading of *NOW YOU SEE IT*, by Duke's Cathy Davidson.

TECHNOLOGY AND MY SABBATICAL

Throughout my sabbatical, I met with tech coaches from Apple. In Eugene, we have no Apple Store, but in Durham and SF and Honolulu, I was able to meet regularly with coaches for one hour sessions through the One2One Coaching program, which I paid for out of pocket to extend through the year 2013. I did not expect "technogrowth" to be such an important part of my learning on sabbatical but it has been. It's been empowering, and it has opened doors for me.

I found myself focusing on iMovie as I still have much to learn about this program in order to be able to teach through it effectively. Writers used FinalCutPro in Berkeley but I used iMovie because of the costs of FinalCutPro and because my students at LCC are unlikely to have access to this expensive software – but I went through the tutorial and learned about FinalCutPro and what it has to offer. iMovie on the larger Mac computer itself is complicated to master; on the iPad it's much more intuitive. I wanted to be able to become an expert at its use on either.

At my 'last' coaching session while on break in Honolulu, I worked with a coach on mastering specifics to the iPad because I expect to be using the iPad with students for the most part. I have used an iPad since the day it came out; I am beyond the "intro" courses offered everywhere on the use of the iPad but when working with a coach individually, I was able to polish what I already knew and grow as a skilled user of this tool. I spent the money awarded to me this spring by the

League/Foundation (325) to buy an iPad to dedicate to my students' use as they work on their own digital stories.

While in Honolulu, I met with the author of one of the texts I use for ED 200. Her name is Diane Parker and she wrote the book, *Jamie*, about her teaching of a physically disabled child who was a literacy leader. Jamie used her gifts as a writer to cope with end of life issues at the age of 8, and her book has a profound effect on students every term.

I regarded break time both winter and spring as 'part' of my sabbatical. I met Diane Parker over spring break. I interviewed her, took pictures, and built a digital story about her and about her teaching for my students when I returned.

On my first day back from SF, before leaving for Honolulu, I met with a co-op student and planned with her to present her learning from her year's internship in a Bethel District fifth grade (her mentor teacher is an LCC graduate) as a digital story.

Her mentor teacher – Jen Hebard – was thrilled at the opportunity to learn herself about the digital story and to get her students involved in the learning as well. Jen will be applying for an administrative license as part of her own graduate work and is excited to use the digital story that Bailey will create as part of her own portfolio since it will represent what she has done this year as well in the way she has supported Bailey's growth as a future teacher.

How will the proposed sabbatical improve your work as a faculty member?

1. I teach my students to think of themselves as teacher-researchers. Quiet time for thinking and contemplation has to be scheduled, or it will not happen. Research requires such quiet time. ACHIEVED
2. I teach my students to be literacy leaders in ED 200 and ED 201; I must model this for them. In ED 200, my students write short picture books. I use my own writing with them as mentor writing and show them that teachers must be writers ACHIEVED
3. Taking time away from teaching to think about and reflect on what I do helps me to grow. I think about what I read as I plan what to teach. In ED 201, I ask students to read for pleasure books of their own choice in the field of education. I will have enough time during sabbatical to add many books to my recommended list. YES
4. I am learning how to reach students with different learning styles while organizing my teaching and my writing for these students. As I write more and think more deeply, I learn how to present material with greater simplicity. YES – THE WORK AT THE CENTER FOR DIGITAL STORYTELLING CRITICAL TO THIS OBJECTIVE
5. I intend to weave the voices of my student interns in ED 280 throughout the writing that I do about teaching. I will then share what I write with future students in all of my classes. I also hope to publish this guide. I EXPECT TO CONTINUE TO WORK WITH INTERNS IN THE NEXT TWO YEARS TO INCORPORATE THEIR VOICES INTO THIS BOOK
6. Scholarly work informs classroom work. When I write about what I do, I do it more thoughtfully. I took the TEACHING DIMENSIONS course winter term 2011 and loved spending time reflecting. I have applied for an NEH grant for the summer of 2012 and learned more about myself as a teacher from the application process. NO NEH GRANT BUT ANOTHER UO GRANT APPROVED AND I WILL BE WORKING WITH K12 TEACHERS THROUGH LATIN AMERICAN STUDIES AND JSMA IN SUMMER 2013.
7. I bought Lemov's new field guide and am working my way through it. Its organizational strengths and weaknesses teach me what to do and what not to do with my mentorship guide. LESS USEFUL THAN I'D HOPED IT WOULD BE AND I CONTINUE TO LOOK FOR RESOURCES FOR STUDENTS. USED 325 DOLLAR FOUNDATION PRIZE FOR WRITING IN COLOR TO PURCHASE ADDITIONAL IPAD STUDENTS WILL HAVE ACCESS TO WHEN CREATING DIGITAL STORIES THIS TERM.

