

2014 Prospect Practitioner Fellows

Kerry Elson

Kerry Elson teaches three- and four-year-olds at the Weekday School at the Riverside Church in New York City. Before working at Weekday, she was a student teacher and assistant teacher at the Bank Street School for Children in New York City. She has an A.B. in English and Theater from Bowdoin College in Brunswick, Maine, and an M.S. in Early Childhood and Childhood General Education from Bank Street College.

Felicia Black

Dr. Felicia Black began her career as an early childhood educator in 1997. She has taught kindergarten in two urban public school districts and spent seven years as a lead/mentor preschool teacher at the Kent State University Child Development Center, A Reggio Emilia inspired laboratory school. Prior to joining the LIU Brooklyn faculty, Dr. Black has taught developmental reading and writing in the early years, integrated expressive arts and social studies, integrated preschool curriculum, and preschool education courses. Her professional activities include participation in the Ohio Department of Education Statewide Reggio Study Group Delegation in Reggio Emilia, Italy, and service as a peer reviewer for Contemporary Issues in Early Childhood Education and Networks: An Online Journal for Teacher Research. Dr. Black's dissertation research on preschool practitioners' professional development research earned an honorable mention from the Ford Foundation Fellowship Program. Dr. Black's research interests include preschool education, teacher professionalism and professional development, practitioner research and applications of feminist post-structural theory in early childhood education.

Catlin Preston

Catlin Preston teaches 1st-2nd grade at Central Park East 1 School in East Harlem, New York City. He has taught young children for about 14 years. He lives in New York City with his wife and his two children: Leo is 5 and goes to CPE 1; Gail is 2 and hopes to go to school there too.

Tasnim Azad

Tasnim Azad is a teacher of young children at the Children's Learning Center in Morningside Heights, a private preschool in upper Manhattan, New York. She received her MEd in Early Childhood and Elementary Education from the Art of Teaching Program at Sarah Lawrence College. Previous to this experience, she began her path towards a career in education after receiving her undergraduate degree from the same institution and working in various classrooms in suburban and urban New York. Her interests in the classroom include building community and

educational policy. Outside of the classroom, she is an avid reader and dabbler in many pursuits, such as running and playing the mandolin.

Ashley Leone

Ashley Leone is the head Pre-K teacher at the Children's Learning Center at Morningside Heights, in Harlem, NY, where she has worked for the last three years. She attended Sarah Lawrence College for undergrad and graduate school, where she was introduced to the practices of the Prospect School. During her student teaching, she worked with 2nd/3rd graders at CPE I and with 5th/6th graders at the Ella Baker School, both schools in NYC where she was able to participate in some Descriptive Reviews of children's work.

2014 Prospect Practitioner Mentors

Ellen Schwartz

Ellen Schwartz taught primary grades in Vermont and Massachusetts from 1983 until her retirement in 2013. Prior to that she taught in a bilingual cluster program in Boston, directed a school-based youth center in Brighton, England, taught English in the former Yugoslavia, and worked as a typesetter.

Ellen began her association with the Prospect School and Center in 1984, when she attended her first Summer Institute. She was amazed at how much was revealed about a child through description of her works, and felt that she had found a place where she would be able to explore the many questions that teaching was raising for her. Ellen has attended Summer Institutes ever since, along with the Fall and Spring Conferences formerly held by Prospect. She is a member of a study group that uses Prospect's descriptive methodology to conduct inquiries into children, learning and teaching, and is a Board member of the Institute for Descriptive Inquiry, which is carrying forward the institutes formerly run by Prospect.

Ellen has published articles about teaching and learning. She is a co-editor of *Making Space for Active Learning: The Art and Practice of Teaching*, a collection of stories and essays by teachers about building on children's interests, experiences, and questions and incorporating ongoing inquiry into teaching practice.

Margaret (Peg) Howes

Peg Howes has been an elementary classroom teacher in upstate NY and Vermont since 1985. Previously, she was the director of an adult education program in Vermont for 10 years.

Peg's first contact with Prospect was in 1983, when she took a graduate course, called Considerations of the Life Span, with Pat Carini. She was inspired by the

world of ideas revealed to her, and by the experience of looking at children's work. Subsequently, she was a participant in Prospect's Scholars and Fellows Program, working on the development of the Prospect Archives Reference Edition. She is a graduate to Prospect's Teacher Education Program and was The Prospect School middle school classroom teacher for 2 years. Peg is a member of a study group that uses Prospect's descriptive methodology in support of teachers' inquiries into their students and various aspects of their practice. The work of the inquiry group helps Peg keep her focus on the children in her own classroom.

2014 Prospect Research Fellow

Erin Whitney

Erin Whitney is a doctoral student at the University of Pennsylvania in Philadelphia, PA, in the Reading/Writing/Literacy program. She has been an educator since 1995, having worked as a special education teacher, assistant principal, reading specialist, and literacy coach in upstate NY, Hawaii, New York City, and Philadelphia. Her research involves looking at multimodal and digital literacy practices as a means for designing inclusive learning environments for children with disabilities. She has used Prospect's methodologies with general education and special education teachers to look collaboratively at student work and inform understandings of literacy and inclusive pedagogy. This year she will be doing her dissertation research while teaching full-time at the Folk Arts-Cultural Treasures Charter School. As a Prospect Research Fellow, she will be exploring the ways that Prospect practitioners looked across the multiple artifacts that children created in order to understand their learning and identities more deeply. Erin lives in an 1895 Victorian in West Philadelphia with her husband, two cats, and awesome 7-year old, Milo.