

2016 Prospect Practitioner Fellows

Meg Cottam

For many years Meg Cottam worked as an artist and educator. More recently she has offered independent services to individuals and organizations in management, grant writing and long range planning. It was while working as administrative staff at the Prospect School and Center for Education and Research that Meg first became familiar with Prospect's Descriptive Processes. Years later, Meg served on Hiland Hall School's first board of directors and years later enrolled her children. Currently Meg is director at Hiland Hall School and a member of a monthly inquiry group using the Descriptive Processes. Meg holds a BA from Bennington College and completed mediation training at Woodbury College. Organizational structures, non-profit management, sustainable systems and working with groups are an enduring interest. Meg lives in Glastenbury, Vermont with her family.

Nola Glatzel

Nola Glatzel grew up in Provincetown, Massachusetts and currently lives in New York City, where she is a 4th and 5th grade teacher at Ella Baker School. She attended Sarah Lawrence College Art of Teaching program, graduating in 2013.

Hillary Henne

Hillary Henne was born and raised in Richmond, Virginia. She attended Sarah Lawrence College for her undergraduate degree and is a proud graduate of the Art of Teaching graduate program, class of 2015. Hillary is passionate about environmental education, the arts, and social justice in schools. She currently teaches 3-5 year olds in Portland, Maine.

Angela King

Angela (Angie) King is a Kindergarten/First Grade teacher at the Bellwether School in Williston, Vermont, where she has taught for the past 13 years. She holds a B.S. in both Elementary Education and English from St. Michael's College and recently earned her M.Ed from Champlain College where she was chosen as the Student Speaker on behalf of all graduate students at the 2015 Hooding ceremony. Throughout her career Angie has become passionate about using children's play experiences as a catalyst for creating curriculum and authentically assessing student growth by documenting, examining and reflecting on artifacts from the child's year. She currently lives in South Burlington, VT, with her husband and two daughters.

Natalie Stroud

Natalie Stroud is 24 years old and has lived in Burlington, Vermont for the past five years, currently residing in the heart of the Burlington's Old North End. She graduated *magna cum laude* from the University of Vermont in May of 2014 with a Bachelor of

Science in Early Childhood Education with a major concentration in English. Her education at the University of Vermont allowed Natalie to combine her passion for working with young children, pedagogy and the English language. She carries these passions with her in her current job as a preschool teacher at the Burlington Children's Space in the Old North End. Natalie has worked at Burlington Children's Space for nearly two years.

2016 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.