

2017 Prospect Practitioner Fellows

Julie Erickson

Julie Erickson teaches fifth grade at Guilford Central School in Guilford, VT. She is a 2015 graduate of Antioch University New England where she received a dual masters degree in elementary and holistic special education. She chose this program because of her commitment to inclusive, integrated, child-centered education and to social justice. Julie holds a BA in Conservation Biology from Middlebury College and spent several years working at vegetable farms and as an environmental educator before becoming a classroom teacher. Julie's dedication to nature exploration has not waned even as she has transitioned from being an outdoor educator to a (prominently) indoor educator. Julie lives in Brattleboro, VT, just across the border from where she grew up in Western Massachusetts.

Caroline Mooney Hammel

Caroline Mooney Hammel is a third grade teacher at the CREC Reggio Magnet School of the Arts, where she was awarded Teacher of the Year for the 2016-2017 school year. She holds a Bachelor's of Arts degree in Music from Smith College, and a Masters in Education from the Harvard Graduate School of Education, with a concentration in Arts in Education. Mrs. Hammel has presented on educational issues at the Magnet Schools of America Conference, Harvard Alumni of Color Conference, and International Conference on New Horizons in Education.

Delores Rita

Delores Rita has worked at the University of Chicago Laboratory Schools for 18 years as a nursery/kindergarten and in Chicago Public Schools for 5 years with ages with grade N-2. She believes in looping configurations where deep relationships within a classroom community are fostered. Currently, she teaches her students for 3 years, from two years of nursery through kindergarten. As a former board member of "Crossroads for Learning: An Intersection of Ideas for Chicago-Area Reggio-Inspired Educators," she worked to connect and support educators who are interested in the Reggio Emilia Approach. She strives to understand the process of documentation as a means to understand children better.

Doug Rubenstein

Doug Rubenstein attended Sarah Lawrence College as an undergraduate and studied visual art, Spanish and Italian. Doug continued his studies at Sarah Lawrence College and began focusing on education in the Art of Teaching Masters program. After earning his Masters Degree, Doug started to work at Purple Circle, which is a small pre-school on the Upper West Side of Manhattan. Doug has worked there for two years as the lead teacher of the 4/5's classroom.

Annie Stone

Annie Stone is an Artist and a Primary Montessori Guide in Chicago, Illinois. Her Montessori training and years spent in the company of young children has lead her into many areas of inquiry and understanding. Respectful consideration of children's activity, and the use of well designed observational tools are of special interest to her.

2017 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.