

2018 Prospect Practitioner Fellows

Renee Bachman

Renee Bachman currently teaches 3rd grade at Leeds Elementary School in Northampton, Massachusetts. She graduated with a dual Bachelor of Arts degree in Elementary Education and Specific Learning Disabilities from Kearney State College in Nebraska in 1982 and received her Masters in Education with a concentration in second language acquisition from Arizona State University in 1986. She taught bilingual and dual language classrooms in Phoenix, Arizona for 23 years. She has presented on Spanish Literature, Curriculum Integration, and recently co-authored and published an article in Green Teacher about Citizen Science in the Elementary Classroom. Renee is dedicated to building strong classroom communities based on mindfulness, respect and love of learning. She is devoted to getting kids outdoors to do authentic science and foster a sense of stewardship of the planet in her students.

Christine Chernikoff

Christine Chernikoff currently works as a 4th/5th grade teacher in the Ithaca City School District. She earned a Bachelor of Art's degree in Elementary Education and Human Development from Boston College in 2006 and a Master's of Education degree from the University of Pennsylvania in 2012. Prior to her move to Ithaca, she taught upper elementary grades in public pilot and charter schools in Boston and Philadelphia. She is passionate about creating inclusive, trauma-informed classrooms in which all students thrive. She believes in letting student inquiry and interest drive instruction and is looking forward to deepening and refining habits of nonjudgmental observation through her participation in the Prospect School's Practitioner Fellowship Program.

Sandy Gonzalez

Sandy Gonzalez has been Lead Teaching at Brooklyn Schoolhouse since 2016. She taught at the Greene Hill School as the Assistant Teacher in the 4s class and spent two years at the Sarah Lawrence College Early Childhood Center as the Assistant Teacher in the 3s and 4s groups. While completing her Master's in Education at Sarah Lawrence College, Sandy was a Student Teacher at The Earth School in the 4th/5th Grade, and Central Park East One in the Kindergarten/1st grade. She taught a cooking class and a dance class at the 14th street Y Preschool, where she was also a substitute teacher, and where she was a Summer Counselor for five years. Sandy earned a BA from Sarah Lawrence College in Dance, Psychology, and Spanish and a dual MEd in Childhood and Early Childhood education. Throughout Sandy's experiences teaching in various schools, the Prospective Descriptive Process is continually practiced, referenced, and present in her work.

Emma Nogami

Emma Nogami attended Sarah Lawrence College as an undergraduate, studying literature and psychology, and spent a year at University College London studying psychology. She continued at Sarah Lawrence to earn her Masters Degree through the Art of Teaching program. Now, she has moved back to Colorado and currently teaches 5th grade at Dalton Elementary in Aurora.

Reem Rosenhaj

Reem Rosenhaj has worked as a second grade Teaching Associate at Greene Street Friends School in Philadelphia, PA, and is moving on to teach fourth and fifth grade at The Philadelphia School. She has a BA in Creative Writing from Bryn Mawr College. Beyond the classroom, Reem is a community organizer in the prison justice movement. The Prospect School's Descriptive Processes influence her work in the classroom on a daily basis.

2018 Prospect Practitioner Mentor

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.