

2019 Prospect Practitioner Fellows

Jake Chernikoff

Jake Chernikoff is a third grade teacher in the public schools of Ithaca, New York. Prior to teaching in Ithaca, he taught for five years in Philadelphia and worked in education and community outreach in various roles in Cleveland, New Orleans and Ohio. He is an alumni of the Graduate School of Education at UPenn and Ithaca College. Jake is also the product of many of the core values and practices of Prospect as some of his childhood teachers were early affiliates of and trainees of the school. He is incredibly excited for his fellowship and the opportunity to learn from the model of the Prospect School, their archives and see their impact on his own knowledge and practice.

Emily Cullen

Emily Cullen currently teaches a bridge class of K-2 Special Education at P.S. 185, The Locke School of Arts & Engineering, in New York City. She graduated with a dual Bachelor of Arts Degree in Early Childhood Education and Special Education with a concentration in English and Human Development from the University of Vermont. She also received her Master's in Childhood Special Education: Learning Disabilities from Hunter College. She taught in early childhood classrooms at a small pre-school in Manhattan for five years before transitioning to working at a Title 1 public school. Recently, she has presented on Emotionally Responsive Practices at The Safe and Sound Schools Conference at Bank Street College as well as integrating the act of making into Elementary School classrooms. Emily is passionate about creating inclusive class communities that foster creativity, problem solving, and critical thinking. She believes that school should be a place to ignite curiosity and use authentic experiences to construct knowledge.

Joseph Rivers

Joe grew up in Bennington, went to St. Michael's College and received a graduate degree from Castleton State College. In the 1960's Joe spent two years as a student at Prospect School. Since 1981 he has worked as a teacher or administrator at the middle level in Vermont. He has been at Brattleboro Area Middle School since 1992. He is a teacher on a middle level team at BAMS and President of the Brattleboro Historical Society. He is a practitioner with the Middle Grades Collaborative and serves on the editorial board of the professional journal, *Middle Grades Review*. Joe and his family live in West Brattleboro.

Anna Weisberg

Anna Weisberg has been teaching third grade at Greene Street Friends School in Philadelphia since 2014. She received an MAT from Brown University in 2014 and a BA from Vassar College in 2010. Before teaching at Greene Street Friends, Anna was an

assistant teacher at Wissahickon Charter School in Philadelphia. In her leadership roles at school, Anna has implemented versions of the Descriptive Review process and is excited to become a more adept facilitator and participant.

2019 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 children through description of their 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 attended Prospect's Summer Institutes and Conferences for many years and served on the Prospect's Archives Committee. She continues to attend institutes rooted in Prospect's philosophy, now sponsored by the Institute on Descriptive Inquiry, and is a member of a study group that uses Prospect's descriptive processes to conduct inquiries into children, learning and teaching.

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 descriptive inquiry into teaching practice.

Joe Alberti

Joe Alberti has been a teacher in the School District of Philadelphia for 14 years. He has been a teacher at his neighborhood school, Samuel Powel Elementary, for ten years, teaching 3rd and 4th grade and was a part of the school's leadership team. He recently moved to Julia R. Masterman school, a school for gifted and talented youth in the public school district, bringing project-based learning, inquiry, and the design process to his 6th grade math and literacy classes. He earned a Ph.D. in Education from the Graduate School of Education at the University of Pennsylvania in 2010. He has also taught courses at the University of Pennsylvania, Drexel University and at Community College of Philadelphia. He has also co-taught a course and led independent studies for undergraduate students at Swarthmore College in the Education Department. He earned National Board Certification for Teaching in 2012, the highest level of commendation/certification a teacher can earn in the United States of America (fewer than 3% of teachers in the U.S. achieve this level). He is a member of the Philadelphia Teacher Learning Cooperative, the Teacher Action Group in Philadelphia, Teachers Lead Philly, and Need in Deed, an organization that brings service learning to classrooms. He

looks forward to bringing all of his experiences to the University of Vermont this summer.

He is a board member of his neighborhood's Civic Association, serving as the chair of the streets committee. He is also a volunteer driver for Philly Patient Ride, a volunteer program that transports cancer patients to their treatments who have no other means of getting to the hospital.