

2022 Prospect Practitioner Fellows

Kathryn Hunt Baker

Katie Baker is assistant director and teacher at Turn Back Time, a nature-based farm and forest program in Paxton Massachusetts. She received a Masters in Experienced Education and a certificate of nature-based education from Antioch University New England. She is a long-time educator and a life-long learner, using her understanding of early childhood development to assist children in their growth and learning. Katie lives in Rochdale, Massachusetts with her family, she enjoys camping, spending time in Maine and spending time with her two boys.

Marissa Campbell

Marisa Campbell has taught children from ages three to eight for the last 14 years in a variety of schools. This fall she will be teaching Kindergarten at The Miquon School, where she has taught since 2012. She holds a B.A. in Identity Development and Children's Literature from The University of Massachusetts Amherst, and an M.S.Ed. in Reading/Writing/Literacy from the University of Pennsylvania, where she first learned about the Descriptive Processes from her professor, Rhoda Kanevsky. Marisa is dedicated to inquiry-based learning: taking up learners' questions, engaging in critical dialogue and perspective taking, experimenting, tinkering, playing, and taking action. Her work is informed by the Reggio Emilia approach, Design Thinking, and the observation, description and reflection central to Prospect's Descriptive Processes. She looks forward to the opportunity this fellowship will give her to look into the carefully documented choices made by a group of educators and see new possibilities for knowing and understanding children, learning, materials, curriculum, physical space, rituals, schedules, documentation, and reflection.

Melissa Freeman

Melissa Freeman is Professor of Qualitative Research and Evaluation Methodologies at the University of Georgia, USA. She teaches graduate courses introducing students to a broad range of qualitative research theories, designs, and forms of analysis. Her research is cross-disciplinary and focuses on the ways theories of interpretation and meaning-constitution have been conceptualized by philosophers and taken up in qualitative research design. Her interests include aesthetics, archival research, and child studies. She graduated from Bennington College in 1985 and earned her Ph.D. in educational theory and practice from SUNY Albany in 2001. She has conducted qualitative and ethnographic research and evaluations in schools, university settings, youth programs, and art museums. She has published articles in *Qualitative Inquiry*, *Qualitative Research*, *The Journal of Applied Hermeneutics*, *International Journal of Qualitative Studies in Education*, *New Directions for Evaluation*, the *American Journal of Evaluation*, and is the author of *Modes of Thinking for Qualitative Data Analysis* (Routledge, 2017) and *Researching children's experiences* (with Sandra Mathison, Guilford Press, 2008).

Noga Newberg

Noga Newberg is a 5th grade ELA teacher at Nebinger Elementary at The School District of Philadelphia. She has extensive experience teaching elementary education, conducting professional development, and mentoring and advising student teachers. She has previously worked at Arcadia University, Folk Arts-Cultural Treasures Charter School, and as a 3rd grade teacher in the School District of Philadelphia.

2022 Prospect Practitioner Mentor**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.