

ODYSEE

A PUBLICATION OF FUND FOR TEACHERS

Volume 6, Fall 2010



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We've Got an App For That

The online application for our 2011 Grant Cycle goes live on October 1. Review the Teacher Project Search on our homepage for inspiration and begin your journey toward the summer learning experience of a lifetime.

Applications due January 28, 2011.

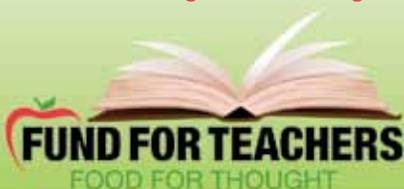


A Wicked Good Time

Please join Fund for Teachers and speaker Gregory Maguire for our second annual Food for Thought luncheon. Maguire is the author of the best-selling *Wicked* series which includes *Wicked: The Life and Times of the Wicked Witch of the West*, the basis for the Tony Award-winning Broadway and international hit musical. In addition to writing, Maguire is a national figure in children's literature education.

Friday, October 8, 2010
 Hotel Zaza - Houston
 Event Chair: Danielle Ellis
 Honored Guest: Kelli Cohen Fein,
 teacher and community leader

Tickets and sponsorship opportunities remain. For information, visit fundforteachers.org/events/ffthought.



FFT Invitational 2010

Teacher Think Tank Opens Discussion on Student Impact

Fund for Teachers (FFT) welcomes Fellows home with the phrase "Now the real adventure begins," because turning summer experiences into dynamic classrooms is the true objective of every FFT fellowship. To better understand the ways FFT experiences translate in the classroom, the inaugural FFT Invitational convened in Wyoming in June, assembling 20 Fellows from the past ten years to explore the impact of fellowships on students.

Hosted by Apache Corporation and the UCross Foundation, the Invitational served as a think tank of participants who were selected based on ways they uniquely applied fellowship experiences and insights in their classrooms. Through informal brainstorming and structured sessions, teachers were challenged to tell the story not of their fellowship experience, but rather, of its impact on students. Working together, the group's purpose was to deeply explore the relationship between FFT fellowships

and transformational student learning. Analyzing the actual outcomes of their own FFT experiences, the think tank determined that FFT fellowships can impact students in eight broad categories:

- Taking Risks
- Undertaking authentic learning
- Working as scholars and professionals
- Developing critical thinking
- Cultivating citizenship
- Exploring arts, craftsmanship and technology
- Owning growth opportunities
- Valuing "the different"

"FFT has empowered Fellows with global learning experiences for a decade," said Karen Kovach Webb, FFT executive director. "This Invitational ushers in a new phase of Fund for Teachers by creating paradigms for engaging students with those experiences in profound ways."

Continued on page 7

Top photo: Invitational participants at Apache's Shady Lane property: (front row) Allison Harkavy Lash, New York City; Shannon Hillman, Rochester, NY; Thi Bui, Oakland; Marilyn Sandler, Chicago; and Donna McChesney, Yale, OK; (middle row) Margie Samp, Boston; Josán Perales and Ned Dougherty, Taos, NM; Ron Berger, EL; Cleopatra Warren, Atlanta; Liza Eaton, EL; and Brian Jacobs, Los Angeles; (back row) Margot Martin, Chicago; Carol Saft, New York City; Tara Rana, New York City; Rodney Ward, Framingham, MA; Chris Dolgos, Rochester, NY; Toni Wright, Taos, NM; Nancy Hess, Houston; Beth Mowry, New York City; Cindy Scarberry, Norman, OK; and Melody Auffer, Yale, OK.





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Class is in Session

From the Executive Director

It's back to school for our 452 2010 Fellows. After summers spent traveling and learning around the world, the ensuing work begins.

A Fund for Teachers' fellowship is about so much more than a singular experience. Each one begins with a clearly defined project; the outcome is a collection of moving parts. Here at our national office, we spent the summer examining our own outcomes from the past ten years. In June, we convened Fellows selected from that decade for our first Invitational Institute. They called on their individual fellowships and their collective evidence of student learning to help us articulate the comprehensive impact of a FFT grant across grades and disciplines. They worked to define the space between knowing and doing. Subsequently, in August, our annual Partners' symposium met and expanded on that theme, considering the depth of resources available to students and schools resulting from the professional development designed and accomplished by our Fellows.



“ I like a state of continual becoming, a goal in front and not behind... ”

- George Bernard Shaw

Photo: Invitational facilitators Ron Berger and Liza Eaton, of Expeditionary Learning, with Karen (left).

The findings from both meetings proved invaluable. Our community effort *works*. The information gained about that work, as viewed through the eyes and words of our constituents, is our best tool for evaluation, revision and modification. Our first decade we focused on the teacher when estimating a fellowship's value – now we broaden our lens to include that teacher's sphere of influence. Examining the wide-ranging view of a fellowship helps us hone in on our goal of offering teachers the chance to pursue learning opportunities that have the greatest impact on themselves, their students and their communities.

Fund for Teachers relies on support from individuals, foundations and businesses to help us continue to pursue this goal. Thank you for being active contributors of time, talent and resources committed to our teachers and their students.

The journey continues,

Karen Kovach Webb
Executive Director



Our Mission

Fund for Teachers enriches the personal and professional growth of teachers by recognizing and supporting them as they identify and pursue opportunities around the globe that will have the greatest impact on their practice, the academic lives of their students and their school communities.



Back in the Classroom

The Ripple
Effect of One
Fellowship

Mark Twain may have said “Everyone always talks about the weather, but no one does anything about it,” but he never met Joy Reeves.

On her 2005 FFT fellowship, Joy spent two weeks on the Arctic’s edge in Manitoba, Canada, researching climate change. Alongside Dr. Peter Kershaw of the University of Calgary, Joy planted trees to absorb carbon dioxide from the melting permafrost, counted and catalogued animals in the area, and interacted with other scientists passionate about field work. As with every FFT fellowship, however, the true work began upon Joy’s return to her Chicago classroom.

Sixth graders at Claremont Academy were captivated by Joy’s experiences. Her original plan (to use the Arctic experience merely as a supplement to her Climate and Weather unit) was transformed, powered by student enthusiasm, into a new Global Warming unit. Students’ inquiry-based research project led to a Family Environmental Education science night, with students setting up activities and presenting lessons to parents and friends. In 2006, one of those students, Elisabet Ortiz, designed an experiment for the Science Fair demonstrating the effect of carbon dioxide on temperature in a closed system. Her project won at the school and area levels, and resulted in a city-wide presentation and an invitation to the Illinois State Science Fair. In 2007, Elisabet furthered her research on climate change with a new science fair experiment investigating albedo – the amount of sunlight that is reflected back into space.



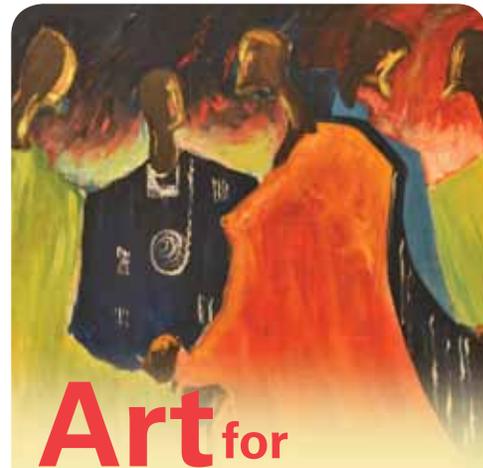
Top: Joy planting trees in the Arctic tundra.

Left: Joy leads students in a science experiment.

“Ms. Reeves really inspired me to complete these projects,” said Elisabet. “When she talked about her trip to the Arctic and work against global warming, I thought it was really amazing that there are people out there trying to help the environment for millions of people they don’t even know. She inspired me to find out about global warming and to help save the planet like she did.”

In addition to inspiring students like Elisabet, Joy’s fellowship also led to her school’s invitation to join ANDRILL’s (ANTarctic Geologic DRILLing) Project Iceberg, which incorporates teachers’ onsite investigation of Antarctica’s role in global environmental change. Colleagues also rely on Joy’s input to design lesson plans for second graders to demonstrate how cold weather animals adapt to their surroundings.

“Even today, five years later, I still preach conservation and environmental education. The passion from my fellowship continues to burn inside me,” said Joy. “I like to think that my work educating students to be aware of the consequences of their actions will help keep our planet livable. Though I still talk about the weather, I can honestly say I am doing something about it.”



Art for Fellows

In support of Nebraska educators’ FFT fellowships, The Malaika Foundation hosts a *Celebration & African Art Auction* on Thursday, September 23, at Omaha’s Joslyn Art Museum. Traditional drumming and dancing by the African Culture Connection will greet guests as they browse art and artisanal products donated for purchase by Malaika Founder Dr. Natalie Hahn. Named for the Swahili words “my angel,” The Malaika Foundation spearheaded FFT’s introduction to Nebraska in 2009 and administered the fellowships of 23 teachers in its inaugural year as a Local Partner. To view items up for bid or to purchase your ticket, visit malaikafoundation.org.

Calling All NYC Fellows

FFT is hosting our first Fellow Reunion in New York City. Join us for opportunities to meet your peers from around town, network with Fellows who shared your fellowship destination or discipline, and consider the future for Fellows in the Big Apple.

Tuesday, October 5

Essex
120 Essex Street
essexnyc.com

Please RSVP to Allison Harkavy Lash,
New York City 2008, at
AllisonHarkavy@me.com.

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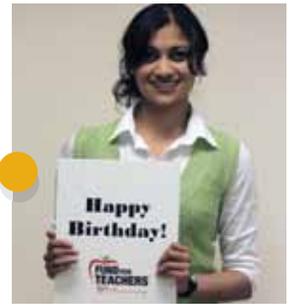


JONES NEW YORK
IN THE CLASSROOM

You Say It's Your Birthday..

Helping to celebrate our first ten years, Fellows gave us their TOP TEN aspects of an FFT grant:

10. Experiencing the honor and dignity of being chosen to receive a scholarship to fulfill my life long dream.
- Juliana James, Minneapolis 2006
9. Discovering how much more learning there is for me to do, and that I am never too old to do it!
- Doris Lozano, Chicago 2008
8. Opening a door that otherwise was closed to us because of cost.
- Stephanie Weatherspoon, Houston 2008
7. Convincing students that I had really seen marine iguanas.
- Megan Jensen, Oakland 2007
6. Realizing that someone else (FFT) values my vision.
- Melody Aufill, Oklahoma 2008
5. Designing your own adventure to fit your unique teaching environment.
- Nancy Hess, Houston 2007
4. Responding to students' questions with long, drawn out, and true tales from my travel experience.
- Juanita Douglas Thurman, Chicago 2006
3. Receiving community recognition for the work our class did resulting from my fellowship.
- Shannon Hillman, Rochester, NY 2006
2. Inspiring my personal life and my teaching.
- Diana Di Rico, New York City 2008
1. Bringing to the forefront of my teaching the inner student who feeds my practice as a teacher.
- Ryan Maxwell, Chicago 2008



I still consider my fellowship to be one of the highlights of my career. By giving me the opportunity to learn more about reading and writing, you provided my students with incredible learning experiences and provided me with a true feeling of worth and professionalism. I hope these first ten years are only the beginning of a LONG and prosperous organization!

— Erica Rothblum, Los Angeles 2007





My FFT experience continues to generate lasting impacts on my school and students' lives. I feel incredibly fortunate to have had the opportunity of a lifetime, and I wish FFT continued success in helping teachers realize their dreams. Happy Birthday! – Molly Dunn, Chicago 2007



Local Partner Spotlight

One of only two Local Partners with a national scope, Expeditionary Learning's (EL) contribution to FFT reaches back to 2004. EL's long-standing commitment to teacher professional development fuels not only its formative input on FFT's programs, but also an exemplary group of Fellows every year.

EL partners with more than 160 urban, rural, and suburban schools in 29 states and Washington, DC to inspire the motivation to learn, engage teachers and students in new levels of focus and effort, and transform schools into places where students and adults become leaders of their own learning. The EL model challenges students – even those starting with low skill levels – with high-level tasks and active roles in the classroom.

"Through their FFT fellowships, our teachers become learners again," says Expeditionary Learning's Chief Advancement Officer Lili Brown. "Their joy translates directly to the classroom where they are actively engaging students as scientists, researchers, and community activists. FFT fellowships are a unique asset in our suite of professional development offerings."

FFT Executive Director Karen Kovach Webb adds, "EL has consistently maintained a strong voice in our community of Partners. Together, we have learned to more effectively engage and use the resources of our pooled efforts. Their unique model of whole school development provides a high level of leadership and support to teachers, as well as to FFT as we continually analyze strategies for engaging both teachers and their students as active learners."



EXPEDITIONARY LEARNING

To learn more about EL, visit www.elschools.org.

Fund for Teachers is a proud partner of



What I Did This Summer...

- Learned about the lock system from eye-level when passing through the Panama Canal. *Tanya Roger, Tulsa OK*
- Created a bilingual Writer's Notebook while walking an ancient pilgrimage route in northwestern Spain. *Betsy May, Minneapolis, MN*
- Taught at the first secondary school opened in a Sudanese region since the country's second civil war began two decades ago. *Nicole Moore, Oakland, CA*
- Built telescopes with orphans at Light of Hope Children's Home and School in Kenya. *Rand Harrington, The Blake School*



Rand Harrington's students at Light of Hope try out their telescopes.

- Made a guitar from scratch, under the guidance of master guitar builders for artists such as Keith Richards, James Taylor, and Peter Gabriel. *Bob Dunn, Newport, VT*
- Prepared students in a Bhutanese refugee camp for life in America using photos and letters from her students in Brooklyn. *Erika Templar, New York City, NY*
- Visited the tomb of Francisco Franco in an underground basilica and subsequently interviewed the Generalissimo's daughter. *Christina West and Jennifer Velasquez, Houston, TX*
- Worked on an organic farm where the kitchen ran on methane gas gathered from the two pigs. *Nilam Trivedi, Atlanta, GA*



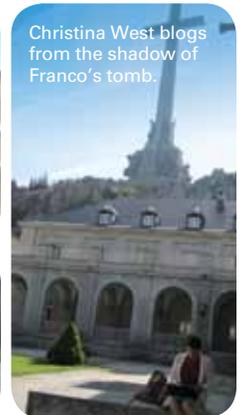
Nilam Trivedi picks berries on an organic farm in Guatemala.



Ashley Clark teaches a drama lesson to an African rural farm tribe at the National Arts Festival.



Javier Velazquez crosses the Continental Divide by bike.



Christina West blogs from the shadow of Franco's tomb.

- Biked 2,700 miles from Oregon to Missouri to create mathematical and scientific equations for elementary students. *Javier Velazquez, Chicago, IL*
- Won Amateur Night at The Apollo while studying African-American heritage in Harlem. *Nancy Lanyon, Madison, WI*
- Designed ceramics in the midst of a flooded building in Jingdezhen City, China. *Maria Rode, San Francisco, CA*
- Witnessed Basque hatred for Spain relent, for one night, during the World Cup finale. *Pavlin Lange, Los Angeles, CA*
- Learned what "truth, beauty and goodness" have to do with student learning in the post modern, digital era. *Didi Dolandolan and Ricci Mercado, Washington, DC*

Where are They Now?

by Susan Smith, 2007 Fellow
Eisenhower Middle School, Lawton, OK

Susan's students gear up for their own version of the Iditarod around Eisenhower Middle School's track.



I went to Alaska for the first time in 2007 with a Fund For Teachers grant. At that time, my emphasis was on various science topics I could research on glaciers and at Denali National Park. I also took a little side trip to visit Jeff King's Husky Homestead kennel. What I did not know was Jeff is four-time Iditarod champion and that my side trip would become an obsession I now have with all things dog sled racing involves.

The last three school years I incorporated dog sled racing into my teaching and encouraged my students to learn about a sport we certainly do not have in Oklahoma. By studying the Iditarod Trail's climate and geography and reading mushers' biographies and blogs, my students have practically become "friends" with the racers and really enjoy corresponding with them after race season is over.



Susan visits Iditarod headquarters in Wasilla, AK.

Three years after my fellowship, I had to go back to Alaska for *something* Iditarod related. I cannot attend the race because I'm in school for half of it, so I did the next best thing. This June, I attended the Iditarod Camp for Educators. For four days, I stayed at a premier mushing kennel and walked dogs, went on training runs, ran with the puppies, learned how to harness a husky, and, oh yes, got dragged through the dog yard by a 40 pound canine who only knows to run, regardless of the fact that a human was trying to walk him back to his dog house. (Number one rule in the dog yard – DO NOT let go of the sled and DO NOT let go of the dog!) Teachers shared lesson ideas and worked on group projects. The second best part of attending this camp was meeting the mushers at their 2011 race sign-up picnic. Talking directly with the people we teach about and cheer for during the race really put the entire Iditarod into perspective. I returned to Eisenhower Middle School with such a wealth of information that I could teach it all year and not run out of material.

What's next? When I retire, I just have to go up to Anchorage as a race volunteer – answering telephones, working at race headquarters, or assisting at the pre-race banquet. And maybe, if I get my Alaska teaching certificate, I might find myself working in a school on the Iditarod Trail. What a volunteer experience that would be!



Expert Sourcing and Open Innovation

Fund for Teachers recently convened our Local Partners for the annual planning and organizational review in Houston. The meeting provided the opportunity to collectively analyze what the program outcomes mean to us, orient new Partners, align expectations and define channels of communication.

The professional community comprised of these Partners fosters collaboration across all organizations to the benefit of the teachers and students in all of the represented locales. Our engagement is crucial; Fund for Teachers' evolution is driven by the constant innovation of our Partners and the strategic positioning required to meet the changing needs of them and their teaching constituents.

FFT Invitational 2010 (Continued)

Ron Berger, Expeditionary Learning's chief program officer and facilitator of the Invitational adds, "The stories shared by FFT Fellows at this inaugural event – descriptions of powerful student work catalyzed by the fellowships – were without exception inspirational. Collectively they provided an incredible testimony to the value of FFT in building courage, perspective, scholarship and active citizenship in students."

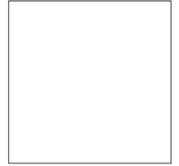
The impact of FFT goes far beyond what can be measured by test scores, influencing the "whole student" by giving teachers experiences that consequently enrich student learning. Armed with a deeper understanding of student impact, we look forward to documenting and sharing the two-fold impact of FFT fellowships: on teaching practice AND on student learning.



Fellows worked at the UCross Foundation to begin categorizing the impact of FFT fellowships on students.



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Alumni Updates

 **Susanna Lang** (Chicago 2006) leveraged strategies gained during her fellowship studying poetry at the Frost Place to develop a poetry curriculum to be used in 33 sixth grade Chicago Public Schools classrooms this fall.

 **Jessica Annette Murphy** (Oakland 2008) was named one of two Oakland Teachers of the Year for 2010.

 **Mary Trichel** (Houston 2010) is among seven teachers nationwide to receive The National Council for Geographic Education's Distinguished Teaching Award.

 **Megan Wise** (Boston 2007) was accepted into the Folger Shakespeare Library "Teaching Shakespeare" program in Washington, DC this summer.

 **Tiedra Hutchings** (Atlanta 2009) is the only Georgia teacher awarded the National Endowment for the Humanities scholarship for The HistoryMakers Education Institute. She is also a semifinalist for Atlanta Public School's Teacher of the Year.

 **Kelly Lecceardone** (Atlanta 2010) was voted Morningside Elementary's Teacher of the Year for 2010-2011.

 **Melissa Evans** (Corbin, KY 2009) received The Presidential Award for Excellence in Mathematics and Science Teaching and will travel to Washington, DC to receive her award from President Obama this fall.

 A portrait by **Ann Rosen** (New York 2007) was included in *The Modern Family*, a show exploring the shifting definitions and identities of contemporary families.

 **Pamela Blevins** (Oklahoma City 2008) will begin offering teacher workshops on the Holocaust (the focus of her fellowship) as a regional education corp member of the United States Holocaust Memorial Museum.

 **Christina Hayes Miller** (Atlanta 2007) was selected as G. A. Towns Elementary's 2010-2011 Teacher of the Year.

 **Beth Mowry** (New York City 2009) was invited to present at the Society for Vertebrate Paleontology Annual Meeting in Pittsburgh about the paleontology class she created after her fellowship.

 **Melody Auffer** (Yale, OK 2009) completed the last 100 miles of the Abernathy Boys' ride across America, a route she retraced on her fellowship.

Share your updates: info@fundforteachers.org.

