Greetings from the Elon Teaching Fellows Office!

Spring semester began with participation in the second annual Triad Teaching Fellows Education Conference in collaboration with UNC-G and NC A&T. On Saturday, March 2, Fellows attended workshop sessions at UNC-Greensboro on various topics, including leadership in varying educational and community settings, technology, Common Core, STEM, literacy, ELL, special education, assessment and diverse learners. They also heard from a panel of new, early career, mid-career and later career teachers who shared a variety of perspectives based on their diverse years of experience in the classroom. As part of the Conference, Triad Fellows adopted a sustainable service project in partnership with Kids Read Inc., an organization committed to promoting childhood literacy. Over 300 books, spanning all grade levels, were donated to a local Title I school for summer reading.

Fellows Scholarship Weekend, March 8-9, afforded the opportunity to meet and interview prospective Fellows from North Carolina and across the United States. We will welcome a 2017 cohort of 25 Fellows from 9 states in the fall. With a total of 17 states now represented in the Elon Teaching Fellows program, we are achieving our goal for national recognition.

A noteworthy highlight of the semester was sponsorship of a campus-wide “Anti-Bullying Week” that culminated with a keynote presentation by prominent speaker, Cynthia Lowen, co-filmmaker of the documentary Bully. The events of the week were specifically designed to increase knowledge, awareness and sensitivity to a timely concern prevalent in schools, on playgrounds, in the workplace and within society in general. Opportunities included a screening of the documentary, a “Take the Pledge” at college coffee, distribution of “No Bully” buttons around campus, a panel discussion with local high school students, an interactive student session with Ms. Lowen on the topic, Understanding Bullying: How, Where, Why & What We Can Do About It, and SafeZone training. “Anti-Bullying Week” was co-sponsored by the School of Education, Elon Academy, Communication Fellows, Elon College Fellows, Honors Fellows and Phi Kappa Phi.

Lastly, we extend special congratulations to the class of 2013 for four successful years. We wish them the very best as they become outstanding teachers of our children and youth.

Glenda W. Crawford
Director
History Study Tour

My favorite site was Boston and getting to explore a large city on our own!
Courtney Beavan

I enjoyed going up north for the first time! I particularly liked Boston as it was very different from any city I had ever visited.
Victoria Bell

My favorite part was going to places I had never been before with great new friends, creating lots of inside jokes and taking lots of pictures.
Anna Brown

My favorite part was getting to know my fellow Fellows and creating amazing new friendships.
Angie Edwards

Visiting the Fredericksburg Battlefield was my favorite. The tour guide was very descriptive and walked us through the field telling us the story of the battle.
Hannah Jacobs

My favorite site was Gettysburg because the tour guide was awesome, and I loved how we got to interact with the experience.
Marguerite Rix

I loved learning things about my hometown that I didn’t know before!
Derek Winton

My favorite site was Gettysburg. The tour guide was engaging and very informative about the events of the Civil War.
Emma Lindsay

My favorite was going to Gettysburg because while we were there we were able to fire a cannon. We broke the record, and it brought us all together with an Elon cheer.
Aaron Marks

I loved riding the bus with everyone. That many hours on a bus really brought us all closer.
Kristin Leesman

I’m a baseball and a Red Sox fan so I loved the tour of Fenway Park. Since it was off-season I got to go into the press box, the opposing team’s locker rooms, and stood on the Green Monster!
Hannah Stewart

I loved going to Boston and having the freedom to explore the city.
Alexia Moore

I loved the Freedom Trail because I had seen it many times before but never with so much depth or so interactive.
Kelly Schimmel

My favorite site to visit was the Liberty Bell. There is a lot of historical symbolism surrounding the Liberty Bell making it more than just a cracked bell. There were meaningful information boards on what the Liberty Bell meant to different groups of people over time before you were able to see the bell. This picture shows my excitement when I finally got to see the Liberty Bell.
Rachel Miller
History Study Tour

One of my favorite memories from the history tour was our tour of Colonial Williamsburg. I had been there once before but when I went, it was so incredibly hot I barely remember the trip. This time it was beautiful weather and our tour guide was fantastic. The pharmacist was an excellent actor and entertainer; the intricate designs of the clothes in the tailor’s shop were beautiful; the display of weapons was vast and impressive. My favorite stop was the silversmith. I hadn't realized how not only are all the Williamsburg workers actors but they are also actually skilled at the profession they are demonstrating. I was able to purchase a beautiful silver ring from the actor we talked to herself! Overall, I had such a good time on the history tour and learned so much--I reminisce and miss it all the time! Tabitha Core

My favorite moments were getting to know the other Fellows better and developing close relationships. Sydne Ryals

When we arrived in Boston, the entire cohort walked down to Quincy Market as a group with Dr. Bissett and Dr. Barnatt. After we got to the market, we were free to truly explore the area in which we were staying for the first time. After we stood together and cheered on local street performers, we went inside the market to have our first tastes of authentic New England Clam Chowder. We got temporarily lost looking for an ice cream shop, but realized that we were heading in the right direction all along when we happened upon Mike's Pastry. Mesmerized by the vast number of desserts, many of us chose from their extensive menu of cannolis. Just after we were finished eating, Katie and I noticed the disco balls hanging from the pavilions under which we were eating. Of course, we took the opportunity to make complete fools of ourselves. I turned on the Bee-Gees and we began dancing like John Travolta in "Saturday Night Fever." It was then that Katie and I realized how similar we are and started to develop the close friendship that we have today. Sara Rosenthal

Ice skating in Boston! It was a lot of fun to just hang out with my friends and explore the city. Mary Frias

My best memory of the trip was getting lost in Boston our first night there with Courtney Beavan. You're not friends until you've found your way home at midnight after watching Le Mis for the second time. My favorite location that we visited was Boston because there was snow there! Real snow! You could really feel the echoes of history when walking around. I didn’t feel as close to the past as I did there anywhere else. Shirley Buono

“My favorite memory of the trip was getting closer to more of the fellows through our love of food, especially The Franklin Fountain Ice Cream Parlor. My favorite location was a toss up between Boston and Gettysburg because Gettysburg had an immense amount of history about my favorite person, THE Abraham Lincoln, but Boston was an amazing city with the best food I've ever eaten. Katie Hugus

My favorite academic memory was our day spent at Gettysburg. Rachel Yates
**Sophomores Study Abroad**

*Elizabeth Decker ’15* If I cannot say anything else about my trip to London, I can definitely say that I was able to get a bit more in shape with the daily battle of climbing 45 steps just to get to the front door and 60 if I needed to do laundry. However, little did I realize that every activity I would experience in London would lead me a bit closer to the sense of self-discovery, which I felt upon my arrival at home.

My London experience was a valuable tool in helping me to discover who I really am as a person. I learned more about what I believe, why I believe these things and why I am myself. Of course, not all of my time in London was spent focusing on self-discovery; I definitely had my share of pure fun in the UK. In between the classes and few assignments, there were trips to Stratford-Upon-Avon, wine tastings, nights out on the town, days in museums, and wearing fancy hats at high tea.

London was an amazing opportunity filled with new experiences, exciting adventures and personal development. I grew stronger physically, emotionally, spiritually and intellectually. In just four short months I was able to go from a young girl who had never been away from home for more than a month to a young woman who is self-assured and independent. I feel like I have never known myself as I know myself right at this moment, and none of it would have been possible without my London semester.

*Sarah Rickman ’15* It’s hard to find a starting point to begin describing my time in Costa Rica. To be completely honest, it was an experience that can’t possibly be illustrated merely through words and photographs. This study abroad experience gave me opportunities to grow as a friend, student, daughter, citizen, and, most importantly, an individual. Before I left, other students were constantly telling me, "You'll get as much out of the trip as you put into it." I can now say, with confidence, that I got so much out of studying abroad. I made new friends, I learned a new language, I gained another family, and I understand more about the world. The whole thing was an adventure, from living with a host family to extended weekend trips in amazing places. It was challenging at times; but more than anything it was rewarding. I wouldn’t change a single thing about my time in Costa Rica and I would definitely encourage other people to go.

*Susannah Haynie ’15* My time in Costa Rica was incredible. I couldn’t believe the beautiful places I saw and the amazing friends I made and got closer to. My favorite thing about the experience was staying with my host family. They were so inviting and sweet and helped me in my Spanish learning so much! Costa Rica rocks!
Each year during winter term, the junior cohort has the opportunity to spend time in Washington D.C., where they participate in a leadership program at The Washington Center. The Washington Center hosts two weeks of political seminars. Groups and individuals from across the country participate with hopes of getting an inside look into our nation’s political system. This year’s seminar was particularly exciting because it focused on the 2012 Presidential Campaign.

Each morning we heard from a few speakers who had significant views to share with us about the Presidential Campaign or the aftermath of the election. The speakers ranged from Eugene Kang, a player in Obama’s 2012 campaign, to Grover Norquist, a conservative libertarian. While many of the speakers were coming from different angles, each had unique insights that kept the attention of our entire group. In the afternoons, we visited sites around D.C. that were more specifically focused on our futures as educators. Some of the most beneficial stops were the Department of Education, GLSEN (Gay, Lesbian, Straight Education Network) and Education Weekly. Each of these stops introduced ways that the federal government will be affecting our careers and our students. In addition to these visits, we were able to take trips to historical sites such as the Vietnam War Memorial and the Capitol Building.

All of our speakers and site visits were educational and gave us much to think about; however, the most exciting part of our experience was the Presidential Inauguration. We were so lucky to have the opportunity to be there for such an important event. Many of us were able to obtain tickets and attend the Inauguration, while others opted to watch from the comfort of their apartments. No matter our individual locations, it was amazing to witness the atmosphere of D.C. during the ceremony. As we all listened to President Obama give his inaugural speech, the significance of The Washington Center Seminar came into focus, making our experience in D.C. unforgettable.
Triad Teaching Fellows Conference

Sarah Worley '14

This year’s Triad Teaching Fellows Conference was made possible thanks to the hard work of the Triad Teaching Fellows Representatives from Elon, NC A&T and UNC-G. Courtney Beavan, Lainey McQuain and Mike Hall spent their fall semester with other Teaching Fellows from NC A&T and UNC-G in preparation for the spring conference held on March 1 at UNC-G. We asked Mike to share a little about his own personal involvement and experience.

What made you want to get involved with the planning of the Triad Conference?

I was looking for some way to get more involved in the Teaching Fellows Program and do some professional development.

What all went into preparing for the conference?

Planning for the conference was a lot of work. We contacted many professors and educators throughout the Triad looking for people willing to speak at the conference, either as panelists or session presenters. Orchestrating the logistics of the conference itself was much more difficult. We had to figure how to schedule 20 different sessions and lunch for all of the conference attendees so that as many people as possible would be able to have their first choice of sessions. Even planning the menu was a process. By the day of the conference, though, everything was so well planned that it was easy.

What was your favorite part of the conference?

My favorite part had to be greeting everyone as they signed in on the morning of the conference. It was very exciting to see all our plans come to fruition.

How do you think leading this event prepared you for working in the future classroom?

I hope to one day move into administration or work at the district level, so planning an event like this was a great opportunity to practice working with these kinds of macro-level logistics.
Anti-Bully Week at Elon

Sarah Worley ’14

For spring semester 2013, the Elon Teaching Fellows wanted to take a stand on bullying. We partnered with the Elon Academy, Communication Fellows, Elon College Fellows and Honors Fellows to host a week-long anti-bullying campaign that included raising awareness, handing out pins, screening a documentary, and hosting Cynthia Lowen, co-producer of the documentary Bully.

Sunday—On April 7th the Teaching Fellows screened the documentary Bully on Elon’s campus. This documentary follows victims of bullying both at their homes and on their school campuses. Bully raises awareness on how schools and families can prevent bullying before it goes too far.

Tuesday—The Teaching Fellows also raised awareness leading up to Cynthia Lowen’s visit by hosting a college coffee. Teaching Fellows handed out anti-bullying pins, took a stand with “Take the Pledge” and discussed the importance of being mindful with other students on the University’s campus.

Wednesday—Fellows participated in and attended a bullying panel discussion with local high school students.

Thursday—On April 11th Cynthia Lowen had a discussion that was open to all Elon students, faculty and members of the community. Lowen showed clips from the movie, discussed where the victims were now, talked about what we didn’t see in the documentary and shared prevention tools.

Friday—Anti-bullying week ended with representatives from Fellows Programs accompanying Ms. Lowen to lunch, and then Lowen hosted a speaking event exclusively for the Teaching Fellows. The event was a less formal version of Thursday night. The Teaching Fellows and our guest speaker discussed together how to prevent bullying within our own personal classrooms.
Entering into the SafeZone Training on Sunday May 21st, I was not sure what to expect. The program was created to train teachers on how to turn their classrooms into “safe zones” for all students, and especially those going through personal crises who need somewhere to turn.

In the past I have had friends come out to me, but I never fully understood the fear they must have felt or the courage they showed by sharing a piece of their life with me. They were bearing their true-self to me, and then they had to wait to see whether I would accept or reject them for it.

At the SafeZone Training what reached me the most was when we had to write down names of family, friends and groups we cared about. The instructor then went through various groups and told us whether or not that person continued a relationship with us after we came out to them.

SafeZone Training was an emotional experience filled with both tears and laughter. As a group we learned what experiences some of our students may go through, and how to address them when we do find that they are struggling. Overall, SafeZone Training is a powerful session that I would suggest to all those going into the classroom.

Note: SafeZone is a voluntary, small group training designed to help campus community members provide a supportive and inclusive environment for gay, lesbian, bisexual, trans*, intersex, queer, questioning and allied persons, as well as those in the process of defining their gender and/or sexuality.

This year Erin Krupa, Teaching Fellow alum ’02, was recognized as one of three recipients for the Elon College Distinguished Alumni Award. This award recognizes Krupa’s hard work and many achievements related to teaching mathematics. Krupa, like all good teachers, loves learning and has spent a lot of time in the classroom, both as student and teacher. She has earned her master’s degree in mathematics, a doctorate in mathematics education, and taught for four years at Enloe High School in Raleigh, N.C. She is now a professor at Montclair State University and has given sixteen presentations related to her research on math and education.

Her goal is to promote learning, understanding and enjoyment of mathematics. While on campus Krupa gave a brief talk on her love for learning and how Elon and the Teaching Fellows program helped pave the way for her to be better prepared to teach a subject that was never easy for her. Erin Krupa is dedicated to learning and her passion is evident. It was inspiring to see a fellow Teaching Fellow be recognized for her hard work and numerous accomplishments.

Sarah Worley ’14
This semester the junior cohort had the opportunity to participate in a book club focused on Claude Steele’s *Whistling Vivaldi and Other Clues to How Stereotypes Affect Us*. Two reading group seminars were facilitated by Elon faculty member, Dr. Mary Jo Festle, Professor of History and Associate Director of the Center for Advancement of Teaching and Learning. Steele’s book focuses on stereotype threat and the affect that it has on the underperformance of minority students. The book is filled with anecdotes and research that reveals just how significant the role of stereotype threat is in our schools.

During the final session, the Fellows were asked to identify one important or impactful quote they took away from the book and why it is so significant.

“And if we don’t take that part of the journey, we won’t get there at all.”

This quote claims that if we do not partake in the strategies that are necessary to identify identity threat, then we will not successfully make progress toward neutralizing stereotype threat on a global level.

“We’re at risk of confirming a stereotype that we don’t like.”

We all know that stereotypes are a bad thing, but until we do something about it they will continue to persist.

“Our social identities shape who we are, what we do, and how well we do it.”

This quote means to me that no matter how I define and present myself to the world, I can and will be viewed through stereotypical lenses. It is important for society to understand this so that people know the challenges that face them and they can effectively respond to these challenges.

“Stereotype threat, then, is a general phenomenon. It happens to all of us, all the time.”

I believe that accepting and discussing the fact that stereotype threat exists will help everyone have and open discussion about our fears and challenges and help us overcome them.

“I believe stereotype threat is a standard predicament of life.”

I feel this quote is important because it emphasizes the universal nature of the problem. Everybody has to deal with this, so it is important to be empathetic.

“A central policy implication of the research discussed here is that unless you make people feel safe from the risk of these identity predicaments in identity integrated settings, you won’t succeed in redeeming group achievement gaps or in enabling people from different backgrounds to work comfortably and well together.”

Nothing we do as teachers will be disconnected with the identities of our students, and little will change in our schools until policy is shaped around that fact.
Elon Teaching Fellows have partnered with Kids Read Inc. (http://www.kids-read.org/), a non-profit organization committed to promoting childhood literacy. Kids Read Inc. was founded by Brenna Humphries (’13 Elon Leadership Fellow) to provide books and educational programs to children in areas with limited access to resources. To continue her legacy at Elon, the Teaching Fellows have embraced this cause as their sustainable community service project. In addition, the Triad Teaching Fellows have adopted Kids Read Inc. as the associated service project for the annual Triad Teaching Fellows Education Conference. This year over 300 books, spanning all grade levels, were donated by the Fellows and given to an area Title I school for summer reading.

Dr. Crawford, Mrs. Fish and Brenna Humphries deliver 300 books to Allison Bryan at CTEC for the Give 5-Read 5 donation collection for Andrews Elementary.
Fellows Spotlight

Seniors **Jill Padfield** and **Millie Rosen** were inducted into *Phi Beta Kappa*. *Phi Beta Kappa*, the oldest and most prestigious of all academic honor societies, celebrates and advocates excellence in the liberal arts and sciences.

**Sarah Neuhauser** and **Amy Wagoner** were inducted into *Pi Mu Epsilon*. *Pi Mu Epsilon* is the nation’s most prestigious mathematics honorary society. The purpose of the society is to promote scholarly activity in mathematics among the students in academic institutions.

Senior **Allyson Golightly** was awarded the Fulbright Scholarship to South Korea. The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government. Participants are selected for their academic merit and leadership potential.

Sophomore mathematics education major **Sarah Neuhauser** has been selected to participate in the Elon Noyce Scholars Program, which encourages science, technology, engineering and mathematics majors to complete a teacher education program and earn teacher licensure in addition to a bachelor's degree in math or the sciences. She will receive a $21,900 scholarship junior and senior year.

Accolades to **Lindsay Bell, Alyssa Brown, Kelsey Cones, Allyson Golightly, Elizabeth Hilliard, Alice Osteen, Alexandra Sharpe** and **Cameron Shirley** for being inducted into *Kappa Delta Pi*, the International Honor Society in Education. *Kappa Delta Pi* was established to foster excellence in education and promote fellowship among those dedicated to teaching.
Photo Gallery

Running to the Fire!

PLEASE TRY ON EQUIPMENT
REMEMBER TO REMOVE SHOES
BEFORE CUTTING OR BOAT
TEACHING FELLOWS
LEADERSHIP TEAM 2012-2013
Class Chairs
Alyssa Brown ’13
Kyle Keith ’14
Allie Glenn ’15
Derek Winton ’16
Special Event Chairs
Lindsay Bell ’13
Kelsey Cones ’13
Amy Wagoner ’14
Dani Cardaropoli ’15
Emma Lindsay ’16
Social Chairs
Rebecca Spurlin ’13
Lauren Kepke ’14
Amy Sudol ’15
Tabitha Core ’16
National Representative
Connor McDade ’14
Triad TF Representative
Mike Hall ’14
Lainey McQuain ’15
Courtney Beavan ’16

TEACHING FELLOWS
NEWSLETTER COMMITTEE
2012-2013
Dr. Glenda Crawford
Mrs. Jennifer Fish
Sarah Worley, Editor, 2014
Allie Hylton, 2014
Special thanks to the 2016 leadership team and to our student workers: Katherine Bain and Leigh Iler!