

Describe your professional development activities. [Please include your educational coursework, professional association memberships, offices held, training you may have undertaken or conducted and other relevant activities.]

I see life as a learning process and every new day as an opportunity for personal and professional growth.

I graduated Phi Beta Kappa with a B.A. in Human Biology from Stanford University in 1973 and, since then, I use every day and take every opportunity to improve my teaching. I did my post-graduate study in education at the College of Notre Dame in Belmont, Ca., because of their excellent full-year internship program. Now, I attend university courses and professional workshops every year. I change teaching positions every few years to broaden my experience. I have taught overseas, and I travel internationally. I serve on education committees at district and state levels. I belong to professional associations and subscribe to professional journals. When I am not preparing for class, I read in a broad range of subjects.

While at Stanford, I concentrated in biology and cultural anthropology. Pursuing my interest in Native American culture, I took my first teaching job at Arlee School on the Flathead Indian Reservation in Montana. As Title I instructor and the sole special services teacher, I worked with students who had a variety of disabilities. To enhance my program, I sought out all available workshops, consulted with the Missoula School District's special education department, and researched the subject on my own. That summer, I took six courses in special education at the University of Montana.

During the past ten years at McCall-Donnelly Elementary School, I developed the Title I reading and math program, taught a 3rd/4th grade combination class for three years, and taught 4th grade for two years. I now teach the 2nd grade. Changing grade levels gives me a better perspective on how children learn.

University courses and professional workshops give me extra training in many fields, including chemistry, French, computers, wildlife conservation, career education, "gifted and talented" education, communication, first aid, and math and reading strategies.

In 1978-79, I took a leave of absence to teach English and science to Ecuadorian 3rd graders at the Colegio Americano in Quito, Ecuador, gaining first-hand experience in teaching English as a second language. I have also traveled in Mexico, Guatemala, British Honduras, Panama, Peru, Bolivia, England, and Wales.

This fall, I served on the state evaluation team for Council Elementary School's on-site evaluation. My responsibilities included language arts, reading, math, and science. Working as an evaluator for the state gave me a broader view of our educational system. Last spring, I organized two inservice programs for our staff on teaching math and working with learning disabilities, and I provided consultation to Boise City Schools' teachers on how to teach Central Idaho history.

I have served on the local PTA's program committee, coordinated the Wisconsin Reading Design program, advised the Student Council for two years, implemented the Special Interests program, organized our school newspaper, and taught noon-hour classes in folk dance, recorders, and computers.

I serve on textbook adoption committees, and I conduct evening astronomy programs for my students, their parents, and interested community members. I belong to the National Education Association and have helped write policy for our district's master contract. My past professional memberships include the Council for Exceptional Children and the Idaho Council of the International Reading Association. I subscribe to "Science," "New York Times Book Review," and "School Days." Presently, I am studying J.S. Bach and reading about the Voyager space mission.



Describe your communication skills. [Please include your experience in oral and written communications including public speaking, your feelings about public speaking, and mention anything you may have written or published.]

Last night, I helped teach the German pronunciations for Bach's Cantata #140 to the thirty members of the community chorus, which I direct. Even in a language almost none of us here know, we are going to communicate the spirit of this great piece of music.

Both at school and after school, communication skills are a big part of my everyday life.

As an elementary school teacher, I listen to and speak to students, parents, and colleagues. I also write weekly letters to the families of my students. This year, I have improved my understanding of non-verbal communication by working with younger children. Open and continual communication is one key to my success in teaching.

As director of the McCall Chamber Orchestra, Chorus, and Mandolin Orchestra, I must translate esoteric musical concepts into easily understood language and communicate my interpretation of the music in concrete terms.

As the wife of a novelist and technical writer, I live in a household where communication is an everyday topic of conversation.

As a member of the state evaluation team for the Council Elementary School on-site evaluation, I interviewed students, teachers, administrators, parents, and community members. I observed each classroom. I studied standardized test results, self-study reports, and State Department of Education documents. I wrote a summary evaluation and made recommendations for each of my four assigned subject areas. I helped edit our final 27 page report. The complex and comprehensive process had to be completed in two days.

Upon my return from my year in Ecuador, I presented programs on Ecuador and the Galapagos Islands to the McCall Rotary Club and local sororities.

Recently, Idaho Public Television Channel KAID interviewed me and filmed my classroom. Clips from my interview and classroom now appear frequently as part of their promotional campaign.

I edited a handbook on diabetes - for diabetic patients and their families - for the McCall Memorial Hospital.

My idea, "Hanging Rhymes", was published in the February, 1978, issue of the Scholastic Book Club's "Teachers' Guide."

How do I feel about public speaking? Public speaking is like performing music. The more you do it, the easier it gets. It is also like teaching. The more you know about a subject, the better you speak - and the better you represent teaching.

Describe your involvement in your community. (This question is intended to demonstrate your commitment to your community through service-oriented activities including volunteer work, civic activities and public offices held.)

My contributions to my community include classical music, folk culture, drama, dance, public recreation, public service, and community education.

Right now, I am musical director of the McCall Chamber Orchestra, Chorus, and Mandolin Orchestra. For our community Spring Concert, in honor of Bach's and Handel's 300th birthdays, I have chosen the music and transcribed parts so our local musicians can play them. I rehearse the groups Tuesday and Thursday evenings. When I became involved with the orchestra at its inception six years ago, I played solo flute in Bach's Brandenburg Concertos (the second of which the Voyager spacecraft is carrying out into the universe).

I have just assumed responsibility for the finances, correspondence, and chronicles of the McCall Folklore Society. I have been active with this group for two years, helping with housing and fund-raising for the annual Summer Folk Festivals, organizing last spring's concert by San Francisco folk singer Faith Petric, organizing two benefit concerts this year, and performing flute and fiddle.

My other musical contributions include providing the music for two local dramatic productions ("The Nightingale" and Shakespeare's "The Tempest"), performing for a modern dance company, providing musical consultation for a church's Christmas program, and performing for the residents of the Payette Lakes Care Center.

My civic involvement includes running the Red Cross summer swim program at the public dock in Payette Lake, teaching folk dance for the McCall City Recreation Department and to the McCall Girl Scouts and Brownies, organizing McCall's participation in Idaho's Special Olympics, serving on the PTA's program committee, and taking my classes to the Payette Lakes Care Center to perform puppet plays and play recorders for the residents.

I also bring the community into my classroom, by inviting professionals, artists, and business persons to share their knowledge and expertise with my students, and by recruiting volunteers to work with individual students and to help with special projects (such as our 10 x 30 foot mural depicting the Payette National Forest).

Describe your philosophy of teaching.

In my eleven years of teaching, I have seen many programs and methods. As different as they all were, most worked - as long as the teachers were enthusiastic. That enthusiasm begot an enthusiasm for learning. And love of learning is, by far, the most important thing a student can gain. I help my students love learning by sharing my own enthusiasm (for both learning and teaching) with them, tapping into their interests, and creating projects so students can learn by doing.

I round out my teaching by setting high expectations, maintaining good discipline, involving parents, and nurturing self-confidence, responsibility and teamwork.

In my classroom, we don't just open our books to page 45 and read and discuss it together. When we study our solar system, we visit Boise's planetarium, 100 miles away. We spend evenings (once in 20-below-zero weather!) locating constellations and viewing Saturn's rings, Jupiter's moons, and our moon's crater rays. We build our own planetarium, and invite parents and other classes to see it. Our visitors enter a darkened room and take a journey through our paper-mache universe, complete with spotlights, music, and narrative sound track.

When we learn about simple machines, my students invent their own compound machines, incorporating as many of the simple machines as they can. Visitors to our Inventors' Fairs have seen "The Slow Bank Account," the "M&M Smasher," "The Fire Bird Bites the Dust," and other original compound machines.

When we read biographies and first-person literature, my students produce puppet plays. Sally Ride, Galileo, Van Gogh, and other famous puppets reenact their lives.

When we study Idaho, history comes alive. We make tipis and long-houses, learn beadwork, and taste pine nuts. We stage a rendezvous and share our "trapper tales", written in trapper style language. We listen to old-timers' stories, and we make candles, pioneer toys, Finn bread, sour-dough biscuits, and butter. We paint a 10 x 30 foot mural of our forest.

In order to help students develop their potentials, I set high expectations, give encouragement, foster self-confidence, and provide opportunities for responsibility and organization. My students do well on their own. Second graders work at learning centers, run computers, record observations of fish in our tank, and share library books with others, while I listen to another group of students read and discuss literature.

My students' parents volunteer their time, working in the classroom, helping with special projects, and taking part in my "Home Reading Program."

How do you help your students to develop a national and international awareness?

The need for national and international awareness is obvious in McCall. Our town is remote, surrounded by mountains, and snowbound all winter. Its population is almost exclusively white, middle-class, and Christian. The nearest theaters and colleges are over 100 miles away, on a road at times blocked by landslides. I will always remember my third grader who piped up with, "Boy! I always thought there was only McCall!"

I bring the world to my students through activities, speakers, discussions, field trips, and news sources.

Every school day presents many opportunities for fostering national and international awareness. One child's story about Russia leads to a discussion of freedom and a comparison of political systems. A chapter in our science book about fuel and energy leads to a discussion about current events in the Middle East, acid rain in the Eastern U.S., and plans for solar panels in space. A question about the meaning of the word "manual" leads to a comparison of languages. Students learn that the Spanish word for "hand" is "mano." Learning to tell time includes a lesson on time-zones around the world.

I share my Ecuadorian experience through a series of activities. Students learn about Ecuador's geography, Indian tribes, transportation, architecture, religion, culture, and politics through slide shows. They learn some Spanish. They try a Shuar Indian's blow-gun. They listen to Andean music, try playing a "rondador," and learn to sing "El Condor Pasa." They examine Ecuadorian money and learn about international exchange rates. They make "masapan," small bread dough sculptures, learning about Ecuador's religious celebrations. They prepare an Ecuadorian meal of fried bananas, cebiche, empanadas, llapangachos, and coconut. They write letters to Ecuadorian pen pals.

Through similar activities, we learn about other parts of the world. We eat mango and bamboo shoots, and learn about Burma. We write Chinese characters, using brushes and black paint, and celebrate Chinese New Year. We listen to an Irish story teller and learn an O'Carolan tune on our recorders. We watch inaugurations and space shuttle landings on television. We read about other parts of our country and world in "3-2-1 Contact," "World," "Odyssey," "Cobblestones," and "Scholastic News Magazines."

Why do you want to be the first U.S. private citizen in space?

Being is not important. Doing is. I don't ask my students, "What do you want to be when you grow up?" I ask them, "What do you want to do?"

I want to go on the space shuttle into space. I want to represent the teaching profession and all Americans. I want to share this experience in a way that it will become everyone's experience, not just my own. I will listen, watch, feel, think, question, wonder, and seek answers for all the private citizens of the United States and the rest of the world.

Historically, private citizens have often been the first explorers. Columbus in the New World, the Dutch and English in North America, Humboldt in the Amazon, Franklin in the Arctic, all were private citizens. Space exploration has changed all that. Because of the tremendous cost and technological difficulty, space is the first place where private citizens have not been able to lead. Therefore, the first private citizen in space will represent our nation's commitment to the private individual, and will show that space is as free as our country and is open to all.

As a private individual, I will represent all individuals, and not just myself. My mission in space will be remembered as the achievement of the public, just as Neal Armstrong's first step on the moon is remembered as an achievement of humankind.

I am proud to be a teacher. I am proud of what I do. I will be proud to represent our citizens in the exploration of space.

On a more personal note, the more I learn, the better a teacher I become. Just as my students learn by doing, so do I. Every experience rubs off on me and thus helps my students for the rest of their lives. You can't really know about something unless you get a little of it on you. I want to get some stardust on me.

Space Shuttle Special Project Description

1.

When I told my students I have a chance to go on the space shuttle, they asked these questions:

"What happens when you bleed in space? Does a drop of blood floating in space turn into a scab?"

"Do the astronauts have to do paperwork? What happens to all their papers? Do they float around?"

"Would a kid be as strong as a grown-up in space?"

"Do the stars look the same from out in space? What can you see on earth?"

"What time is it in space? Is it that time all the time?"

"If everything is weightless, do you ever get tired? Can you get to sleep? Do you dream in space?"

"Does a flame burn upwards or downwards in weightlessness? Where does the smoke go?"

"Can you just take a big breath and blow yourself across the room?"

"Would a pound of feathers and a pound of lead weigh the same?"

I am sure these questions are shared by students and others all over the world. So my Space Shuttle Special Project will explore their questions and help make the study of space and NASA activities accessible to everyone. I will become a surrogate space traveler for millions of other people. My project will answer as many as possible of their questions and it will document, through a video journal, life on the shuttle, and show to the average U.S. citizen that life in space may be much like he or she imagines.

First, I will solicit questions from school students all over our nation: questions about what life is like on the space shuttle and in outer space, questions about physical properties, and questions about feelings and emotions.

After collecting the questions, I will address them according to the following categories:

(1) Questions to which I know the answers now, and can answer while on the shuttle, through demonstrations and simple experiments. For example, to answer the question, "Are kids as strong as adults in space?", I will try to bend a steel bar, move objects of different masses, and arm wrestle (if time allows) a larger crew member to show that relative strength still exists in space.

(2) Questions which I can answer through an extemporaneous running commentary. While videotaping and giving a continuous narration of life on the space shuttle, I will incorporate some of the questions the students have asked, such as "How do the astronauts communicate with each

other?", "Are the astronauts excited about calls they get from earth?", "Do the stars look the same from out in space?" and "What exactly can you see on earth from space?"

(3) Questions which I cannot now answer but can investigate while on the space shuttle. The question "Can you just take a big breath and blow yourself across the room?" may be answered with, "Maybe you can. Let's make a hypothesis and see if we can use the scientific method to find an answer to our questions."

(4) Questions directed to crew members which can be answered by short on-the-spot interviews (when crew members have a free moment or when they are working on a task which does not require total concentration). For example, "How old were you when you thought you might be an astronaut?"

I will also be thinking about and taking notes on the "Space Shuttle Simulation" activity I will design and develop after my return from the space flight mission.

How do you expect to communicate your experience during the year following your return from the space flight mission?

What I do after the mission will be as important as what I do on the mission itself. Therefore, I see the year after the mission to be a continuation of my Space Shuttle Special Project.

I will produce a video documentary of life in the space shuttle to be made available to the general public and to all schools. This documentary will feature edited portions of my extemporaneous commentary, videotapes and photographs.

I will make a second documentary which focuses on answering the specific questions I collected from our nation's students previous to the mission. In this documentary, the experiments I performed on the shuttle will be compared to the same experiments performed on earth.

I will design a good simulation game, similar in purpose and format to two simulation games I have used with great success in my classroom ("Gold Rush" and "Trappers" from Interact). Through my "Space Shuttle Simulation," students will learn what I learned about life on the shuttle by "becoming" crew members on a simulated mission. What decisions do they need to make? How do they perform certain tasks? What tasks do they need to perform? How do they feel? How do they communicate? What skills do they need to have?

I will publish articles in magazines and newspapers, including "Astronomy," "Odyssey," "My Weekly Reader," "3-2-1 Contact," and the Gannett News Service's "Penny Whistle Press."

My students will make a large cardboard backdrop of the space shuttle's interior. They will use it to teach other Idaho students what they have learned from me about the space shuttle mission.

I will give public lectures, serve as a consultant, and take part in other NASA activities to share my experience with the public.

I will invite my fellow shuttle crew members to Idaho, so that Idaho can get to know them, and so that they can get to know Idaho.