

Duke
UNIVERSITY

PROGRAM IN EDUCATION
TRINITY COLLEGE *of* ARTS & SCIENCES

Master of Arts in Teaching Program



Durham Teaching Fellowship

May 2017 Report

The Durham Teaching Fellowship

Created in 2006 as an initiative of Duke University President Richard Brodhead, the Durham Teaching Fellowship (DTF) exemplifies the collaboration between Durham Public Schools and Duke University in preparing highly qualified teachers for the secondary classroom. The Fellowship provides full tuition support for up to eight outstanding Master of Arts in Teaching (MAT) candidates who commit to teaching in Durham Public Schools for a two-year period.

The Durham Teaching Fellowship is one of the Duke MAT Program's most prestigious awards and serves as the primary tool to recruit the strongest teacher candidates to the Program. Nearly 100% of MAT applicants who plan to teach in the U.S. after graduation apply for the Fellowship. All eight Fellowships were awarded and accepted by candidates in the 2017-2018 cohort.

The impact of the Durham Teaching Fellowship can be expressed, in part, by the numbers:

- 75 Fellowships have been awarded since 2006.
- 20 Fellows are either currently enrolled in the MAT Program or are fulfilling their Durham Public Schools teaching commitment:
 - 7 Fellows are currently enrolled in the MAT Program.
 - 6 Fellows are in their first year of teaching.
 - 7 Fellows are in their second year of teaching.
- 48 Fellows have completed their two-year teaching commitment:
 - 42 Fellows (87%) are still working in education.
 - 7 Fellows have pursued additional Masters or Doctoral degrees.
- In its ten-year history, the Durham Teaching Fellowship has supplied 183 years of highly qualified teaching to Durham Public Schools and 297 years of highly qualified teaching nationally.

But the Durham Teaching Fellows, themselves, best illustrate the impact of the award. This report highlights the past, current, and future Durham Teaching Fellows, their teaching accomplishments, and their drive to provide the highest quality teaching to every student in their classroom.

Durham Teaching Fellows

Class of 2018		Class of 2017		Class of 2016	
Beaudry, Dominique	Social Studies	Bray, Corey	English	Bodo, Tom	Social Studies
Caldwell, Alexis	Science	Gersie, Katrina	English	Hall, Julianne	Science
Diy, Rafael	English	Harper, Davis	Social Studies	Jenkins, Abigail	Social Studies
Fine, Simone	Social Studies	Haywood, Katelyn	Math	Neale, Jennifer	English
Lowman, Alec	English	Osborne, Mary	Science	Pincus, Nan	English
Lyons, Andrew	Math	Prather, Paige	English	Zabala, Pedro	English
Mitchell, Kate	Social Studies	Steele, Kirsten	English		
Radack, Margaret	Science				
Class of 2015		Class of 2014		Class of 2013	
Brotzman, Nathaniel	Social Studies	Burk, Laurel	English	Albinson, Rachel	Social Studies
Burke, Hannah	Social Studies	Dutton, Jennifer	English	Barrett, Tracey	Social Studies
Byers, Holly	Science	Friedlander, Jessica	Social Studies	Castro, Luis	English
James, Auburn	Science	Holthaus, Joseph	Social Studies	Donovan, Caitlin	English
Michel, Jamal	English	Hulbert, George	English	Kerber, Jacob	Social Studies
Palmer, Glenn	Physics	Martinez, Alyssa	English	Lloyd, Kevin	Science
Sprecher, Anna	English	Miller, Matthew	Math	Norris, John (Russ)	Math
		Pantoja, Mauricio	Social Studies		
Class of 2012		Class of 2011		Class of 2010	
Hennessey, Margaret	Math	Garst, Michelle	Math	Crouthamel, Jeremy	English
Kajencki, Anthony	Math	Mournighan, Sean	English	Foster, Christine	Math
Schwartz, Jennifer	Math	Rowe, Danial	Math/Physics	Lunsford, Thomas	Social Studies
Sellars, Jabari	English	Smith, Brittany	English	Macaulay, Alexander	Social Studies
Walden, Cassadi	Social Studies			Modestou, Alexander	Math/Physics
Warden, Mark	Math			Owens, Natalie	Science
Wilson, Sarah	Science			Phillis, Bethany	English
Class of 2009		Class of 2008		Class of 2007	
Garvoille, Alexa	English	Deyton, Jeremy	Science	Beatty, Anne	English
Jansen, Robert	Social Studies	Dozier, Vanjury	English	Bendson, Megan	Social Studies
Radke, Keith	English	Elmore, Marlena	Social Studies	Hassel, Meghan	Social Studies
Simpson, Elizabeth	Social Studies	Hayes, Joshua	English	Kaneko, Sarah	Science
Turnwald, Jaclyn	English	Hodel, Katherine	English	Miller, Daniel	English
Tyus, Jonathan	Social Studies	Peraza, Karla	Social Studies	Primus, Nakeiha	English
Van Horn, Seth	English	Udoh, Tiffany	English	Yang, Caroline	Math
Wigfall, Jacqueline	English				



Beatty, Anne

Beattya@gcsnc.com

Duke University, MAT in English
Education, 2007
UNC Chapel Hill, B.A. in English, 2000

Northern Guilford High School

English Teacher
Greensboro, NC

Bio

Anne has taught for fourteen years, including two in Nepal with the Peace Corps, two in Los Angeles, four in Durham Public Schools, and, most recently, six in Guilford County Schools. She teaches AP English Literature and 10th grade English, both honors and standard. She has sponsored various clubs, including the **World Humanitarian Association**, the **Student Book Club**, and the **Women’s Rights Club**. While teaching at Northern High School in Durham, Anne served as a **mentor in the MAT Program**.

Awards and Accolades

In 2011, Anne was selected as **Northern High School’s Teacher of the Year** and was one of four **finalists for the district Teacher of the Year in Durham Public Schools**. In 2012, Anne earned **National Board Certification**. As an English educator, she has **presented at the E-LEARN conference** and the **National Council of Teachers of English (NCTE) conference**, and she has facilitated a workshop on teaching world literature for North Carolina Teacher Scholars. Anne’s essays on teaching are **published in *The American Scholar* (Winter 2013), *The North American Review*, and *In Fact Books: Becoming a Teacher***.

Thoughts on the Durham Teaching Fellowship

“The Durham Teaching Fellowship was instrumental in bringing me to Duke. The people I met in the program, most notably my mentors, molded my ideas about a teacher’s role to such an extent that it is **no exaggeration to say the Durham Teaching Fellowship is directly responsible for creating the teacher I am today**. The Durham Teaching Fellowship serves an incredibly important role in bridging the communities of Duke and Durham. Because I was a Durham Teaching Fellow, and because I taught in Durham for four years after graduation, I have roots in Durham and an understanding of the city that I would not have otherwise had. The presence of Duke MAT grads in Durham Public Schools, which is undoubtedly heightened because of the Fellowship, means that Duke understands Durham better, but also that Durham understands Duke better.”



Castro, Luis

Luis.Castro@dpsnc.net

Duke University, MAT in English
Education, 2013

UNC Chapel Hill, B.A. in English and
Romance Languages-Spanish , 2012

The School for Creative Studies

Spanish Teacher
Durham, NC

Bio

Luis has been teaching Spanish in Durham Public Schools since 2013 and currently teaches Spanish at the School for Creative Studies. His North Carolina Professional Educator's License includes certification in both English and World Languages, and he has completed additional training in teaching English as a Second Language. Luis is one of the faculty sponsors of the **Young Male Achievers**, which seeks to foster integrity, leadership, and academic excellence in young males. He also contributes his time to the **Spanish Language Club** at the School for Creative Studies.

Awards and Accolades

Luis holds Oxford Seminars TESOL/TESL/TEFL Certification to teach English as a Second Language. He achieved a "certified" level of Advanced Language Proficiency rating from the Spanish American Council on the Teaching of Foreign Languages (ACTFL).

Thoughts on the Durham Teaching Fellowship

"The Durham Teaching Fellowship is immensely important and essential in fostering Duke/Durham Public Schools (DPS) collaboration. It gives DPS an opportunity to attract and recruit some of the best prepared and trained teaching candidates in our community and helps fosters a long-lasting commitment to keep these (teachers) within our community. **DPS gains a steady stream of excellent teachers for its school system."**



Photo by Leah Haydock

Garvoille, Alexa

Alexa.Garvoille@dpsnc.net

Duke University, MAT in English
Education, 2009

Yale University, BA in Literature, 2007

Durham School of the Arts

English Teacher

Durham, NC

Bio

Alexa is in her eighth year of teaching, seven of which have been in Durham Public Schools. She teaches English I and Advanced Creative Writing at Durham School of the Arts (DSA), which is where she completed her Duke MAT student teaching internship. She has served as an MAT mentor and instructor of *MAT 703: Effective Teaching Strategies*. At DSA, Alexa helps sponsor the **Literary Magazine, Publishing Club, Poetry Club**, and the **Queer-Straight Alliance**.

Awards and Accolades

Alexa has **presented multiple years at the National Council of Teachers of English (NCTE) Annual Convention** and has served as the **Full Frame Film Festival Educational Liaison**. Through her annual memoir-publishing project, Alexa has helped hundreds of students become published authors.

Thoughts on the Durham Teaching Fellowship

“The Durham Teaching Fellowship not only kept me in Durham for two years, but it also helped me feel like I am among family in Durham Public Schools. Because of the strong networking opportunities provided by the Duke MAT program, I have professional resources at every school. Even after leaving the state for another job, **I returned to Durham because of the rich network of colleagues I developed here through the Duke MAT program and the Durham Teaching Fellowship.**”



Nijhout-Rowe, Danial

Danialnijhout-rowe@theexpeditionsschool.com

Duke University, MAT in Mathematics and Physics, 2011

East Carolina University, BS in Mathematics and Physics, 2005

The Expedition School

Math and Computer Science Teacher
Hillsborough, NC

Bio

As the only high school graduate in his family, Danial was inspired to teach by his own K–12 teachers. Before he became a teacher, Danial worked **in computer programming** and in **biomedical physics research**. He aims to provide an experiential classroom for his students, where they can apply their mathematical skills to tangible and everyday situations.

Awards and Accolades

Always searching for new ways to jump-start students' interest in math, Danial has written Danial serves as a **mentor for new teachers** and has lead workshops on group management and hands-on learning. He has written activities and lessons that **align math curriculum with exhibits at the Nasher Museum of Art and the North Carolina Museum of Art**. Lending his skills to Computer Science education, Danial **works with Code.org** in curriculum development and classroom implementation of the course, "Computer Science Discoveries." More examples of Danial's work can be found at <http://DanTeachesMath.net>.

On the Durham Teaching Fellowship:

"When I was a lateral entry teacher researching programs to help improve my performance in the classroom while learning more about the art of teaching, Duke's MAT degree stood out because of its practical approach. It puts you to work in the classroom right away alongside expert, experienced mentor teachers. **The Durham Teaching Fellowship made this educational experience attainable, and the service requirement aligned with my own personal reasons for getting into teaching in the first place.** I worked with many students who, like me, came from a lower socioeconomic background and knew little to nothing of the world outside of their local community."



Smith, Brittany

Brittany.Smith@dpsnc.net

Duke University, MAT in English
Education, 2011

UNC Chapel Hill, B.A. English, 2010

Southern School of Energy and Sustainability

English Teacher
Durham, NC

Bio

Brittany has been teaching at Southern School of Energy and Sustainability since 2011. Her leadership roles include being the **English Department Chair, a Beginning Teacher Mentor, and the Upward Bound High School Coordinator**. She has served as a Durham Public Schools **district review instructor for the ACT, English II EOC, and AP English Literature and Composition exam**. In addition to having served as a **Senior Class and National Honor Society advisor** at her school, she has also served as a **curriculum writer for English III and English IV Unit Roadmaps** provided to Durham Public School teachers. Brittany serves as a **mentor in the Duke MAT Program**.

Awards and Accolades

Brittany was recognized as **Teacher of the Year for Southern School of Energy and Sustainability** for the 2016-2017 school year. She went on to become a Durham Public Schools **District Semi-Finalist** for the 2016-2017 teacher of the year.

Thoughts on the Durham Teaching Fellowship

“Duke’s MAT program is by far the best teacher preparation program, with an emphasis on actual classroom experience teaching in the high school setting as opposed to simply learning how to teach in a graduate lecture course. The intensive teaching internship provides the real-world experience of teaching in a public school setting that no lecture, textbook, or bestselling ‘How To Guide’ can offer. Upon graduation, the network of Duke MAT graduates and mentors has proven to be an invaluable resource year after year, within Durham Public Schools and beyond. **I will be eternally grateful for the Durham Teaching Fellowship and the opportunity it afforded me** to become a (a part of the) Duke MAT.”



Turnwald, Jaclyn

Jaclyn.Turnwald@dpsnc.net

Duke University, MAT in English
Education, 2009

Miami University, Oxford, OH, B.A. in
Creative Writing and Psychology, 2001

Middle College High School

English Teacher
Durham, NC

Bio

Jackie has worked for Durham Public Schools since 2009, having served as an English teacher at Early College High School, the School for Creative Studies, and Middle College High School. Jackie advises the **Yearbook Club** and the **International Travel Program**, which is currently planning a trip to Iceland. She also coordinates **Poetry Out Loud**.

Awards and Accolades

During her time in Durham Public Schools, Jackie has twice been **Teacher of the Year for her school (2011-2012 and 2014-2015)** and was a **District Finalist in 2015**. She earned her **National Board Certification** in 2014.

Thoughts on the Durham Teaching Fellowship

“The Durham Teaching Fellowship allowed me the opportunity to get top-notch preparation regarding pedagogy in my subject area. **It freed me of the financial burden many teachers face, so that I could truly focus my energy on excelling at my profession and serving my students.**”

2017-2018 Durham Teaching Fellows

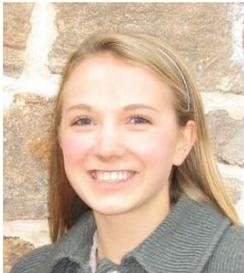
Thoughts on Teaching in Durham Public Schools

Beaudry, Dominique - *Social Studies*



“Durham has been my home for six very formative years. As an undergraduate at Duke, I took courses that allowed me to interact with Durham in a variety of ways, from tutoring in Durham Public Schools and afterschool programs to going door-to-door with the Mayor’s office conducting an Assessment of Needs survey to inform better public policy. Throughout all of these interactions and the growth I’ve seen over the past seven years, **there is no better word for Durham than vibrant. Durham is full of energy, full of tolerance, and full of diversity.”**

Caldwell, Alexis - *Science*



“To teach in Durham Public Schools after graduating from the Duke Master of Arts in Teaching program would be a privilege. The abundant opportunities to engage students in science, the variety of schools, and the diverse population make Durham Public Schools an exciting place for me to begin my career as a full-time educator.”

Diy, Rafael - *English*



“Durham has become home for me. Over the last six years, I’ve fallen in love with this city, and I know that I’ll be here for the long term. Living in Durham has benefitted me professionally, personally, and in so many other ways. I can’t simply reap the benefits that the city has to offer without concretely contributing to Durham’s better future. **Teaching in the Durham Public Schools system will allow me to serve in the city I know best and use my skills to engage our youth and prepare them for productive and meaningful lives.”**

Fine, Simone – *Social Studies*



“As a current after-school educator at Sherwood Githens Middle School, I have had the opportunity to contribute to Durham Public Schools (DPS), an incredible body of creative educators, during this 2016- 17 school year. From the administrative level on down, I have seen DPS put its students and families first, even in the wake of sensitive and difficult situations. I volunteer as a community educator with Standing Up for Racial Justice, a national organization with a chapter in the Triangle, which focuses on dismantling institutions of white supremacy in our local neighborhoods. **Though I may not be a native of Durham, my life is here, and I am invested in its well-being. I see teaching in this city as another way to give back to a place that has given me so much.**”

Lowman, Alec – *English*



“Durham is where I was born. It is where I grew up and where I met the friends and teachers who changed my life. **I know and love this city**, and I was homesick for it often while away at college. **The teachers I had at Jordan High School remain some of the people that I admire the most:** they are patient and kind and tireless. **I want to help give back to other students what they gave to me.**”

Lyons, Andrew – *Math*



“**I want to invest my time into the Durham community.** I want the reach of my influence to extend past the stone walls of the University’s campus and into the surrounding city. In order for this to happen, **I must commit to a life in Durham that continues past my graduation.** I want to learn about and participate in what matters to Durham locals.”

Mitchell, Kate – *Social Studies*



“I am committed to continuing my career in the education system (in Durham), particularly during a time of gentrification and change for the county – an area I have come to love deeply as a Southern queer person. **Public education is our most precious and strained piece of civic infrastructure, and I am ready to join the fight for quality education** for all students by teaching history in public schools.”

Radack, Margaret – *Science*



“**I want to become a teacher in Durham Public Schools because it is a diverse and high-needs school district.** I plan to spend my life working towards providing all students with a quality education, no matter their socioeconomic status, race, or English language proficiency; I believe that this is a crucial part of the fight to address inequities across society. I know a few DPS teachers personally, and they are passionate social justice activists and incredible educators who I hope to work with and learn from throughout my whole career. As much work as we still need to do to ensure quality and equitable education for all students, **I am incredibly inspired by the things happening in DPS, and I want to be part of them.**”