



**College of Education, Health, and Human Services**

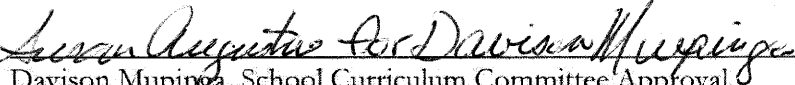
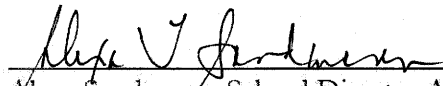
The attached proposal is submitted by the **EHHS Office of Professional Development and Outreach** for Curriculum Committee review:

- ☐ Foundations, Leadership and Administration  
☐ Lifespan Development and Educational Sciences  
☒ Teaching, Learning and Curriculum Studies  
☐ Health Sciences

*(Course # CI 50093) (Instructor: Kathy Frazier & Deborah Walker)*  
*Workshop title: The Art of Differentiation through Curriculum Connections*

- ☒ Workshop (2 credit hours)  
☐ Conference/Institute  
☐ Special Topics Off-Campus Course

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<u>email approval next page</u>	<u>9/25/2014</u>
James Henderson, Program Coordinator Approval	Date
<u></u>	<u>10/03/2014</u>
Davison Mupinga, School Curriculum Committee Approval	Date
<u></u>	<u>10/2/14</u>
Alexa Sandmann, School Director Approval	Date
<u>Catherine Hackney, College Dean Approval</u>	<u>                    </u>
	Date

**Comments:**

## COCHRAN, ELIZABETH

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**Subject:** FW: CI new workshop proposal

**From:** HENDERSON, JAMES  
**Sent:** Thursday, September 25, 2014 6:53 AM  
**To:** COCHRAN, ELIZABETH  
**Cc:** GORNIK, ROSEMARY  
**Subject:** Re: CI new workshop proposal

Elizabeth,

The proposal looks good. You have my approval as C&I Program Area coordinator.

Dr. James Henderson  
Professor of Curriculum Studies  
Coordinator of C&I Master's and Ph.D. Programs  
404 White Hall  
Kent State University  
Kent, OH 44242  
330-672-0631

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**From:** COCHRAN, ELIZABETH  
**Sent:** Wednesday, September 24, 2014 3:58 PM  
**To:** HENDERSON, JAMES  
**Cc:** GORNIK, ROSEMARY  
**Subject:** CI new workshop proposal

Dr. Henderson,

I left with Sherry Ernsberger a new CI workshop proposal (The Art of Differentiation through Curriculum Connections) to give to you, since she knows your schedule better than I do. I was planning on submitting this proposal to the November TLC curriculum committee meeting. Susan Augustine asked that if you feel you can approve it this week (by Friday the 26<sup>th</sup>?), she would like to include it in the October TLC curriculum committee meeting since the agenda is very light.

Attached is a copy of the proposal. If possible, could you review and if possible, even send me an email approval, and I'll try to get it on the October TLC curriculum agenda?

If not approved, could you let me know what revisions, etc. are needed?

Thank you.

*Elizabeth Cochran*  
Office of Professional Development & Outreach  
PO Box 5190, 418 White Hall  
Kent, OH 44242-0001  
330-672-0538  
[efcochra@kent.edu](mailto:efcochra@kent.edu)



College of Education, Health and Human Services  
Office of Professional Development and Outreach

## WORKSHOP PROPOSAL FORM

Workshop Title: The Art of Differentiation through Curriculum Connections

1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)  
2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)  
3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)  
(Breaks and lunch hours may not be included as instructional hours)

2 Specify number of credits           Undergraduate      XXX Graduate  
     Non-Credit

Associations/Agencies from which CEU Approval Should Be Requested:

### Instructor Information:

Name of instructor: Kathy Frazier, Deborah Walker  
Highest degree: Kathy Frazier EdS, Deborah Walk MA  
Degree granting institution: Kent State University

Year: Spring 2015

### Instructor Status:

     Current KSU faculty  
Faculty rank/department \_\_\_\_\_

     First time instructor for KSU

*First time instructors offering a graduate credit workshop must be granted temporary graduate faculty status (updated annually).  
Please include curriculum vita with this proposal.*

X Returning instructor (Date of last KSU workshop/course taught:  
(Frazier & Walker, Summer 2010, SPED workshop) Challenging Encounters  
(Frazier, Fall 2012 Portage County ESC, SPED workshop) Power Up Your Creative Mind

### Brief Instructor(s) Profile:

**Kathy Frazier** is the gifted education specialist at Orange City Schools and an adjunct professor at Kent State University and Walsh University. She has taught first through third grade and gifted education K-12. A graduate of Kent State University, she has a bachelors and masters degree in Early Childhood Education and an Educational Specialist Degree in Elementary Education and K-12 Gifted Education. She is a National Board Certified Teacher in the area of Early Adolescent Generalist, and a Jennings Scholar. Kathy's honors include Ohio Gifted Teacher of the Year, Kevin Coleman Portage County Teacher of the Year, Environmental Educator of the Year, and International Future Problem Solving Coach of the Year. Kathy is an author of the *Future Problem Solving Teacher Activity Units*, *Cre-EGG-tivity Plus*, *Power Up Your Creative Mind*, and has also published articles in "Challenge and Prism" magazine. She has made numerous presentations on differentiation, problem solving,

service learning, and creative instructional strategies at national and state gifted conferences and character education conferences. Kathy has been involved in community theater productions both acting and directing for the past 10 years.

**Deborah Walker** is a veteran teacher in grades 3<sup>rd</sup> through 8<sup>th</sup> and has been an adjunct professor at Kent State University, a professor at Mount Union University in teaching early and middle school literacy and best practice courses. She recently retired from The University of Akron in the Curricular and Instructional Studies as a full time clinical instructor, and is an adjunct professor for Walsh University. She received a B.S. in Elementary Education from Miami University and a M.A. from Kent State University in Curriculum and Instruction. Deborah has given numerous presentations and workshops on creativity, the gifted, creative classroom management, MI, writer's workshop, cooperative learning, and lyric learning at various colleges and universities. She has published in the *National Middle School Journal*, and presented at the National and State Middle School Conferences, as well as NAGC. She has been a member of curriculum writing teams for both literacy and math and has written and received numerous grants for collaborative projects integrating the arts. She received the Outstanding Educator of the Year from Portage County Kevin Coleman Foundation and was named University of Akron's Outstanding Teacher of the Year for the Department of Education along with Outstanding and Distinguished Member of the University of Akron Faculty and Staff.

**Touching the Future Today** is a professional Development consulting company that presents innovative workshops for educators who want to learn and implement creative strategies into the core curriculum. (see resumes)

**Workshop Logistics:**

Preferred location: White Hall

Specific room: Large room with tables to enable participants to engage in activities and have professional dialogue with class peers.

*(We will attempt to secure your requested room).*

Projected enrollment: NA

Maximum enrollment: 25

*(Please provide a statement of explanation if the maximum enrollment for this workshop is above or below*

Due to the nature of our presentation and activities throughout the workshop, more than 25 participants decrease our ability to address the needs of the participants as well as ensure that everyone is able to partake in the teaching strategies.

*(Please address pedagogical appropriateness and/or resource availability).*

Each participant will be given a comprehensive three ring binder presenting supporting research and the educational strategies addressed throughout the workshop. Participants will be engaged in the learning activities so that they can better ascertain how these learning experiences can be integrated into their core curriculum. A Curriculum Connection Graphic Organizer will be created by each participant identifying where in their personal content curriculum these strategies can be implemented.

**Proposed workshop dates:**

From:

To:

Day(s) of the week:

Saturday 1/24/15 &  
Saturday 1/31/15

Final Date: Saturday, 3/7/15

Timing (AM/PM)

From: 8:00 A.M.

To: 4:00 P.M.

Date the final assignment is due, if after workshop ending date: March 7, 2015

*(The due date of the last assignment will determine the session to which the workshop is assigned).*

**Workshop Funding:**

Is this workshop affiliated with a grant?

Yes\_\_\_\_No X

### **Technology in Instructional Delivery:**

- ☐ Traditional face-to-face
- ☐ Computer-based instruction requiring lab times
- ☐ Distance learning/Online
- ☒ Hybrid face-to-face & Online

### **Workshop Audience and Content (attach additional sheets if necessary):**

Describe in detail the workshop's intended audience.

This innovative workshop is for K-12 educators who want to learn creative differentiation strategies that meet the diverse needs of their Twenty-First Century learners, align with the core curriculum, and address required OTES Standards. Presented are ways for educators to create responsive learning environments, differentiate instruction, and utilize the content, process, product model that can be integrated into their curriculum. Our message "Creativity Does Not Have to be Sacrificed to Meet the Content Standards," rings true throughout every lesson and activity we present.

List the workshop's goals and objectives.

#### **Participants will:**

- explore and learn theories and research that support differentiation
- recognize the components of a responsive learning environment that engages all students by providing opportunities for them to feel emotionally strong and safe in a social and academic environment
- learn strategies to assess learning styles along with tools to increase student awareness of the importance of metacognition and how to extend their thinking and accept challenges
- develop instructional differentiation strategies related to the creative problem solving process, critical thinking, including classroom modifications and compacting
- learn how to facilitate creative and engaging differentiation instructional strategies
- create techniques and tools to assess, exhibit, and evaluate student products
- explore ways to integrate meaningful creative arts lessons and projects based on core standards
- develop self-confidence to take risks in order to creatively meet the individual needs of all of their students
- identify how to address OTES standards through the presented content and integration of strategies

What knowledge, skills or expertise will participants have attained upon completing the workshop?

#### **Participants will**

- attain a holistic vision that effectively prepares their students for the challenges of the future
- experience and learn creative thinking/problem solving techniques, integration of the arts into the curriculum, and how to facilitate them across disciplines creating a foundation for students to successfully synthesize ideas.
- understand and implement differentiation strategies through the modification of Content, Process, and Product
- identify the needs of the gifted and how to differentiate their curriculum and provide learning experiences that will stimulate student imagination and challenge cognitive abilities.
- discover their creative ability to develop lessons that incorporate successful, engaging, opportunities that meet the diverse needs of all students.
- acquire an understanding of how to create lessons that meet the standards of OTES

**(Method of Evaluating Participants)** Please describe in detail how final grades (credit) or successful completion (noncredit) will be determined. Although credit workshops are limited to Satisfactory /Unsatisfactory grading, criteria for awarding of Satisfactory grade must be clearly stated. Attachment of an evaluation rubric is highly encouraged.

Participants will be graded on the following:

- creation of a Curriculum Connection Graphic Organizer that demonstrates their ability to integrate the strategies presented
- participation of online instruction and completion of flipped learning assignments
- lesson plan, discussion of learned differentiation strategies, implementation of the strategies, assessment, and reflection of its effectiveness

**(Graduate Student Requirements)** Please describe in detail additional requirements for graduate students if the workshop will be offered at both the undergraduate and graduate levels. This should take the form of additional assignments, additional days, enhanced requirements, etc.

Offered at graduate level only

1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)  
 2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)  
 3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)  
 (NOTE: Breaks and lunch hours may not be included as instructional hours)

Session Date	Instructional Face-to-Face Hours	Instructional Online Hours	Outside Class Hours	CONTENT OUTLINE
1/24/15	7	4.5	10	<b>Topics/Themes</b> Creating a Responsive Environment Brain Based Learning Who are the Gifted Understanding Enrichment How to teach the New Blooms Taxonomy (Activities and Projects) Instructional Differentiation (Content, Process, Product) Creative Thinking Tools and the Problem Solving Process  <b>Online Instruction</b> Videos (View and Respond) Edutopia Article on Differentiation (Read and Respond)  <b>Assignments</b> Research June Makers (Content, Process, Product) Curriculum Connections Graphic Organizer Prepare for Conversation Buddy Activity
1/31/15	7	4.5	35	<b>Topics/Themes</b> Curriculum Compacting Curriculum Differentiation Techniques Simulations Arts Integration into the Core Curriculum  <b>Online Instruction</b> Assessment Video Research Websites for Integration of Differentiation Strategies Article "Use Arts Integration to Enhance Common Core"  <b>Assignments</b> Work on Application Paper (Lesson Plan, Assessment) Implementation of Differentiation Lesson Criteria Presented
3/7/15	7			<b>Topics/Themes:</b> Debrief Presentation of Integration of Differentiation Strategy, Lesson Plan, and Reflection

TOTAL FACE-TO-FACE INSTRUCTIONAL HOURS: 21

TOTAL ONLINE INSTRUCTIONAL HOURS: 9

TOTAL CLASS HOURS: 45

**Please List Texts and/or Instructional Resources to Be Utilized for the Workshop:**

**See Bibliography**

**Marketing:**

In 75 words or less, please give a description of the workshop for marketing purposes. This description may be edited to conform to Kent State University style guidelines and/or to maximize marketing effectiveness.

This workshop is designed for K-12 educators who wish to energize the core curriculum by providing learning experiences that support differentiation strategies to meet the diverse needs of all students. Who are the gifted and how to meet their needs will be explored. OTES standards will be addressed through topics such as creative problem solving, varied approaches to assessment, integration of the arts, and creating a responsive learning environment.

*"Creativity does not have to be sacrificed to meet content standards,"*



# KENT STATE<sup>®</sup>

## **The Art of Differentiation through Curriculum Connections**

College of Education, Teaching, Learning and Curriculum Studies

Instructors: Kathy Frazier, Deborah Walker

Email: kathy.frazier1@gmail.com, deborahwalker329@gmail.com

### **Introduction**

"There is an incessant influx of novelty into the world, and yet we tolerate incredible dullness."  
Henry David Thoreau, *Walden*

Welcome to *The Art of Differentiation Through Curriculum Connections*! By experiencing the teaching strategies and activities presented in this workshop, we believe that your ability to produce lessons that inspire, motivate, and challenge your students as you teach core standards will be enhanced.

It is our hope that the presentation of each of the differentiation strategies will not only provide you with tools to enrich your repertoire of teaching but also help you continue to create lessons that incorporate these skills into your curriculum.

### **Workshop Description**

#### **The Art of Differentiation through Curriculum Connections**

(2 credit hours)

This innovative workshop is for K-12 educators who want to learn creative differentiation strategies that meet the diverse needs of their Twenty-First Century learners, align with the core curriculum, and address required OTES Standards. Presented are ways for educators to create responsive learning environments, differentiate instruction, and utilize the content, process, product model that can be integrated into their curriculum. Our message "Creativity Does Not Have to be Sacrificed to Meet the Content Standards," rings true throughout every lesson and activity we present.

## **Workshop Objectives**

**Throughout the class, participants will:**

- explore and learn theories and research that support differentiation
- recognize the components of a responsive learning environment that engages all students by providing opportunities for them to feel emotionally strong and safe in a social and academic environment
- learn strategies to assess learning styles along with tools to increase student awareness of the importance of metacognition and how to extend their thinking and accept challenges
- develop instructional differentiation strategies related to the creative problem solving process, critical thinking, including classroom modifications and compacting
- learn how to facilitate creative and engaging differentiation instructional strategies
- create techniques and tools to assess, exhibit, and evaluate student products
- explore ways to integrate meaningful creative arts lessons and projects based on core standards
- develop self-confidence to take risks in order to creatively meet the individual needs of all of their students
- identify how to address OTES standards through the presented content and integration of strategies

**At the end of the workshop, participants will be able to:**

- In attain a holistic vision that effectively prepares their students for the challenges of the future
- experience and learn creative thinking/problem solving techniques, integration of the arts into the curriculum, and how to facilitate them across disciplines creating a foundation for students to successfully synthesize ideas.
- understand and implement differentiation strategies through the modification of Content, Process, and Product
- identify the needs of the gifted and how to differentiate their curriculum and provide learning experiences that will stimulate student imagination and challenge cognitive abilities.
- discover their creative ability to develop lessons that incorporate successful, engaging, opportunities that meet the diverse needs of all students.
- acquire an understanding of how to create lessons that meet the standards of OTES

## Instructional Methods

Participants will be engaged in face to face as well as on line instruction. Participants will

- create a Curriculum Connection Graphic Organizer that demonstrates their ability to integrate the strategies presented (25 points)
- engage in online instruction and complete flipped learning assignments (25 points)
- develop a lesson plan, discuss differentiation strategies, implement the strategies, assess, and reflect its effectiveness (50 points)

## Required Course Materials

### Required:

Three ring binder with class handouts

On line class resources

## Workshop Requirements

Session Date	Due Date	CONTENT OUTLINE
<b>Week 1:</b> <b>January 24</b>	<b>January 31</b>	<b>Topics/Themes:</b> Creating a Responsive Environment Brain Based Learning Who are the Gifted Understanding Enrichment How to teach the New Blooms Taxonomy (Activities and Projects) Instructional Differentiation (Content, Process, Product) Creative Thinking Tools and the Problem Solving Process  <b>Readings (if applicable):</b> Videos (View and Respond) Edutopia Article on Differentiation (Read and Respond)  <b>Assignments (if applicable):</b> Research June Makers (Content, Process, Product) Curriculum Connections Graphic Organizer Prepare for Conversation Buddy Activity
<b>Week 2:</b> <b>January 31</b>	<b>March 7</b>	<b>Topics/Themes:</b> Debrief Presentation of Integration of Differentiation Strategy, Lesson Plan, and Reflection  <b>Readings (if applicable):</b> <b>Assignments (if applicable):</b> Lesson Plan, Reflection

## Policies and Expectations

### Grading Policies

This is a PASS or FAIL two-credit workshop. However, we still award points for each assignment to give you an idea of how you are doing in the class. Evaluation of each student will be determined by satisfying the criteria of each assignment. If a student receives a total percentage below 80% they will fail the workshop. All assignments and discussion posts must be completed in order to pass. Assignments are due by the assigned date.

All students are responsible for monitoring their own progress in the workshop and ensuring that all assignments and activities have been completed properly.

### Plagiarism

Under all circumstances you are bound by the Kent State University policies on academic dishonesty and cheating. Any materials you have used or adapted must be fully credited and the original author or location fully cited. Any verified act of plagiarism, no matter how seemingly small or inconsequential, will result in an "unsatisfactory" in the workshop and possible sanctions by the university.

Kent State University's administrative policy regarding student cheating and plagiarism can be found at:

<http://www.kent.edu/academics/resources/plagiarism/index.cfm>

### Instructor Communication

Any questions or concerns regarding your assignments will be directly addressed through email by one of the instructors.

### Online Etiquette

Taking an online course and corresponding via the World Wide Web presents communicators with the task of overcoming the lack of nonverbal in communication. When taking a workshop online, it is important to remember several points of etiquette that will smooth communication between the students and their instructors.

1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.

2. An online classroom is still a classroom. Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructor is as important as ever.
3. The language of the Internet. Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (i.e. ☺ or ☹), but avoid overusing them.
4. Consider the privacy of others'. Ask permission prior to giving out a classmate's email address or other information.
5. No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

### Students with Disabilities

University policy 3342301.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services, visit [www.kent.edu/sas](http://www.kent.edu/sas)  
< <http://www.kent.edu/sas/index.cfm/default.htm> /> for more information on registration procedures.

## Bibliography:

### Educational Resources

- Bergmann, Jonathon. (2012). *Flip your classroom*. USA: ASCD.
- Cornett, Claudia E. (2007). *Creating meaning through literature and the arts*. New Jersey: Pearson Education Inc.
- Starko, Alane Jordan. (2001) *Creativity in the classroom*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Edwards, Linda Carol. (1997). *The creative arts a process approach for teachers and children*. New Jersey: Prentice Hall
- Pirto, Jane. (2007). *Talented children and adults Their development and education*. Waco, Texas: Prufrock Press.
- Tomlinson, Carol Ann. (1999). *The differentiated classroom Responding to the needs of all learners*. Alexandria, Virginia: ASCD.
- Roberts, Julia and Tracy, Inman .(2007) *Strategies for differentiating instruction Best practices for the classroom*. Waco, Texas: Prufrock Press.
- Gregory, Gayle and Chapman Carolyn. (2002). *Differentiated instructional strategies*, One size doesn't fit all. Thousand Oaks, California : Corwin Press.
- Karnes, Frances and Bean, Suzanne. (2005). *Methods and materials for teaching the gifted*. Waco, Texas: Prufrock Press.
- Strong, Michael. (1997). *The habit of thought, From socratic seminars to socratic practice*. Chapel Hill, North Carolina: New View.
- Edwards, Betty. (1989). *Drawing on the right side of the brain*. Los Angeles, CA: Jeremy P. Tarcher, Inc.
- Goldberg, Merryl. (2001). *Arts and learning*. New York, New York: Addison Wesley Longman, Inc.
- Goleman, Daniel, Kaufman, Paul, Ray, Michael. (1993). *The creative spirit*. New York, New York: Penquin.
- Dweck, Carol S. (2006). *mindset*. New York, N.Y.: Random House.
- Pink, Daniel. (2006). *A whole new mind*. New York, N.Y: Penquin Group.
- Whiteley, Carol. (2002). *The everything creative writing book*. Avon, MA: Adams Media Corporation.
- Romano, Tom. (2000). *Blending genre, Altering style*. Portsmouth, N.H: Boynton/Cook.
- Esquith, Rafe. (2007). *Teach like your hair's on fire*. New York, N.Y: Penquin Group.
- DeBono, Edward. (1985). *De Bono's thinking course*. New York, N.Y: Facts on File Publication.
- Ohler, Jason. (2008). *Digital story telling in the classroom*. Thousands Oaks, CA: Corewin Press.

Adderholdt, Miriam, Ph. D. & Goldberg Jan. (1987). *Perfectionism*. Minneapolis, MN: Free Sprit Publishing Inc.

Truss, Lynne. (2003). *Eats, shoots & leaves*. New York, New York: Penguin Group.

Fischer, Max. (1993). *American history simulations*. Huntington Beach, CA: Teacher Created Materials.

Roukes, Nicholas. (1984). *Art synectics*. Worcester, MA: Davis PUBNS.

### **Service Learning**

Graham, John. (2004). *Stick your neck out*. San Francisco, CA: Berrett-Koehler.

Louis, Barbara. (1998). *A kid's guide to social action*. Minneapolis, MN: Free Sprit Publishing Inc.

Louis, Barbara. (2007). *Teen guide to global action*. Minneapolis, MN: Free Sprit Publishing Inc.

### **Creative Thinking Books**

Ayan, Jordan. (1997). *Aha*. New York, New York: Crown Trade Paper Backs.

Barrett, Susan. (1992). *It's all in your head*. Minneapolis, Minnesota: Free Spirit Publishing.

Oech, Roger von. (1998). *A whack on the side of the head*. New York, New York: Warner Books.

Oech, Roger von. (1986). *A kick in the seat of the pants*. New York, New York: Harper Row.

Oech, Roger von. (2002). *Expect the unexpected*. San Francisco, California: Berett Koehler.

DeBono, Edward. (1985). *Six thinking hats*. Toronto, Canada: Little Brown and Company.

The Imagineers. (2003). *TheiImagineering way*. New York, New York: Disney Enterprises.

### **Creative Activity Books**

Frazier, Kathleen & Reynolds, Elaine. (2012) *Power Up Your Creative Mind*. Marion, Illinois: Pieces of Learning Publishing Company.

Kohl, MaryAnn and Solga, Kim. (1996). *Discovering great artists, hands –on activities for children in the styles of great masters*. Bellingham, Washington, MaryAnn Kohl and Kim Solga.

Reardon, Mark & Derner Seth. (2004). *Strategies for great teaching*. Chicago, IL: Zephyr Press.

Masala, Kenya, S. (2004). *Rhythm Play*. Austin, Texas: FUNdoing

Warren, Sandra (2006). *If I were a road*. Unionville, New York: Royal Fireworks Printing Co.

Warren, Sandra (2006). *If I were a table*. Unionville. New York: Royal Fireworks Printing Co.

Warren, Sandra (2006). *The great bridge lowering*. Unionville, New York: Royal Fireworks Printing Co..

Thomas, Rebecca. (2007). *Measurement, graphs, and statistics*. Minneola, FL. Academic through Music

Cavert, Chris & Sikes, Sam. (1997). *50 Ways to use your noodle*. Tulsa, OK: Leaning Unlimited Corp.

Van Allsburg, Chris. (1996). *The mysteries of harris burdick*. Boston MA. Houghton Mifflin Co.

Symonds, Martha. (1977). *Think big*. Santa Barbara, CA: The Learning Works.

Engine-Uity's (2003). *Product Poach*. Phoenix, AR: Engine-Uity

### **Self Reflective Books**

May, Rollo. (1975). *The courage to relate*. New York, New York: Norton and Company.

Cameron, Julia. (1992). *The artist's way, A spiritual path to higher creativity*. New York, New York,: Penguin Putnam.

Weir, Roberta. (1998). *Leonardo's ink bottle, The artists way of seeing*. Berkeley, California: Celestial Arts.

Johnson, Spencer, M.D & Johnson, Christian. (2003). *Who moved my teens for kids*. New York, N.Y.: G.P. Putman's Sons.

Johnson, Spencer, M.D. (2003). *Who moved my cheese for teens*. New York, N.Y.: G.P. Putman's Sons.

Canfield, Jack & Kirberger, Kimberly. (1998). *The 7 habits of highly effective teens*. New York, New York: Simon & Schuster.

### **Children/Young Adult Books**

Spinelli, Jerry.(2000). *Stargirl*. New York, New York: Random House.

Spinelli, Jerry. (2007). *Love, stargirl*. New York, New York: Alford A. Knopf.

Flournoy, Valerie. (1985). *The patchwork quilt*. New York, N.Y.: Scholastic Inc.

Lehman, Barbara. *The red book*. Boston, MA: Houghton Mifflin Company

Bunting, Eve. (1993). *Terrible things*. Philadelphia, PA: The Jewish Publication Society.

Bunting, Eve. (1995). *So far from the sea*. New York, New York: Clarion Books.

Bunting, Eve. (1996). *The wall*. New York, New York: Clarion Books.

Browne, Anthony. (1994). *Willy the wimp*. London, England: Walker Books.

Banyai, Istvan. (1995). *Zoom*. New York, New York: Puffin Books.

Banyai, Istvan. (1995). *Re-zoom*. New York, New York: Puffin Books.

Peet, Bill. (1970). *The wump world*. Boston, MA. Houghton Mifflin Co. Scieszka, Jon &

Scieszka, Jon & Smith, Lane. (1995). *Math curse*. New York. New York: Penguin Books Inc.



Jeffers, Susan. (1991). *Brother eagle, sister sky*. New York, New York: Penguin Books Inc.

Macaulay, David. (1979). *Motel of mysteries*. New York, New York: Houghton Mifflin.

Jonas, Ann. (1987). *Reflections*. New York, New York: Greenwillow Books.

Jonas, Ann. (1983). *Round Trip*. New York, New York: Greenwillow Books.

Lehman, Barbara. *Museum Trip*. Boston, MA: Houghton Mifflin Co.

Levine, Shar & Johnstone, Leslie. (2001). *The incredible secret formula book*. Kirkland, WA: Troll.

McMillan, Michael. (2001). *Paper airplane*. New York, New York: Simon & Schuster.

Macaulay, David. (1990). *Black and White*. Boston MA: Houghton Mifflin.

Polete, Nancy. (1981) *The amelia bedelia thinking book*. O'Fallon, MO: Book Lures, Inc.

### Websites

[www.freespirit.com](http://www.freespirit.com) Creative Teaching resources

[www.giraffe.org](http://www.giraffe.org) Giraffe Project

[www.ode.org](http://www.ode.org) Ohio Department of Education

[www.idodi.org](http://www.idodi.org) (Destination Imagination)

[www.engine-uity.com](http://www.engine-uity.com) (Engine-Uity)

[www.piecesoflearning.com](http://www.piecesoflearning.com) Creative Arts Books

[www.ed.ted.com](http://www.ed.ted.com) 21<sup>st</sup> Century Learning lessons

[www.ning.com](http://www.ning.com) Create your own social network

[www.poll4.com](http://www.poll4.com) Create text polls for free

[www.izzit.com](http://www.izzit.com) Education DVDs, current events

[www.dosomething.org](http://www.dosomething.org) Grant opportunities for Service Learning Projects

[www.iste.org](http://www.iste.org) Digital age teaching techniques

# DEBORAH JEAN WALKER

## 2014

### ACADEMIC DEGREES

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June, 1978	M.A. Kent State University, Kent, Ohio, Education Curriculum and Instruction (+30 graduate hours)
June, 1972	B.A. The Western College for Women, Oxford, Ohio 1972 Elementary Education 1-8

### PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

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2012	Chair of the Review of Masters and Bachelor's Degree Admission Criteria and Professionalism Guidelines
2011	Member of Social Studies Search Committee for The University of Akron Curricular and Instructional Studies Department
2011/2012	Member of Teacher Assessment Performance Consortium Project representing the Middle Level Program
2009-2012	Elected Middle School Representative for Professional Educational Council (PEC)
2009/2010	Member of Grant Research and Communications Coordinator Search Committee National Inventors Hall of Fame School
2009	Poster/Presentation Committee for the for The University of Akron NCATE Visit
2009	Co-Writer of the 4 <sup>th</sup> /5 <sup>th</sup> Endorsement for Early Childhood
2008/2010	Co-Writer of the Middle School SPA for The University of Akron/All four assessments nationally recognized as exemplar examples on NCATE website
2008	Member of OMLP Research Team for state of Ohio, representing The University of Akron
2008	Development and Writing of the course "Creative Encounters : Integration of the Arts into the Curriculum" Walsh College
2007-2008	Ohio Middle Level Professor (OMLP) Member representing The University of Akron
2005-2007	Teacher Education Program Member for NCATE Evaluation Mount Union College
2006-2007	The Literacy Specialist Project, ODE Consortium participant
2005-2006	Advisor for Mount Union Student National Education Association (SNEA)
2003, 2004, 2006	Development and Writing of Collaborative Scenario Writing Project between Mount Union teacher candidates and Kent and Alliance gifted middle school students
2004	Aggregated data for Multiple-Intelligence Research on Existentialism with Dr. Branton Shearer

- 2002-2004      Instructional Coordinator of teacher candidate field experience in Charleston, S.C.  
Mount Union College
- Development and Writing of Language Arts courses for Middle School and Early Childhood Programs Mount Union College
- Board Member of the Alliance Middle School Navigators Grant
- Consultant with Reed Middle School, Hubbard, Ohio
- 1999 – 2002      Kent City Schools, Kent Ohio, Stanton Middle School, 8<sup>th</sup> Grade Mini-Team  
Language Arts, Pre-Algebra, Math 8, Social Studies
- Kent State University, Kent, Ohio, Curriculum and Organization in Middle Childhood, Field Experience II Middle Childhood
- Conqueror Team Leader  
Professional Curriculum Writing Team (Middle School Mathematics)
- Kent State University, Kent, Ohio, Mentor Teacher
- Stanton Middle School, Kent, Ohio, Stanton Ski Club Advisor
- 1974-75, 1984-85      Literacy Curriculum Development/Textbook Search Team

#### PUBLIC SCHOOL TEACHING

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|-------------|--|
| 1999 - 2002 | Kent City Schools, Stanton Middle School, 8 <sup>th</sup> Grade Mini-Team, L.A., Math, S. Studies            |
| 1998 – 1999 | Kent City Schools, Davey Middle School, 8 <sup>th</sup> Grade Mini-Team, Language Arts, Math, Social Studies |
| 1996 - 1998 | Kent City Schools, Davey Middle School, 7 <sup>th</sup> Grade Language Arts                                  |
| 1993 – 1996 | Kent City Schools, Davey Middle School, 6 <sup>th</sup> Grade, Language Arts, Math, Social Studies           |
| 1983 - 1993 | Kent City Schools, Franklin Elementary, 5 <sup>th</sup> Grade Teacher  |
| 1972 – 1983 | Kent City School, Franklin Elementary, 3 <sup>rd</sup> Grade Teacher   |
| 1973 - 1980 | Kent City Schools, Summer Enrichment Program   |

## UNIVERSITY TEACHING EXPERIENCE

2007- 2014	The University of Akron, Akron, Ohio, Full-time EC/ME/AYA Instructor and NCATE/NMSA/OMLP Program Member
2003 - 2007	Mount Union College (MUC), Alliance, Ohio, Full-time EC and ME Instructor and Mount Union College Candidate Resource and Support Mentor
2002 - 2003	Mount Union College (MUC), Alliance, Ohio, Adjunct Professor and Mount Union College Candidate Resource and Support Mentor
2001 – 2002 2001	Kent State University, Kent, Ohio, Curriculum and Organization in Middle Childhood, Field Experience II Middle Childhood
1992 – 1999	Kent State University, “Teaching Writer’s Workshop and Lyric Learning,” (Presentation to Language Arts Education Class)
1989 – 2001	Kent State University, Teaching, Leadership & Curriculum Studies. Approaches to Teaching
1998 – 1999	Kent State University, Elementary Student Teaching Seminar, Behavior Management and Discipline
1998	Kent State University, Student Teaching Seminar, Instructor
1975 – 2002	Walsh College, Canton, Ohio, Student Teacher Workshop Kent State University, Cooperating Teacher

## SCHOLARLY ACTIVITY

### REFEREED AND INVITED PUBLICATIONS AND PRESENTATIONS

2013 Nov.	National Association of Gifted Children Conference ( <i>Creative Encounters to Integrate Problem Solving and the Arts</i> )
2011 Nov.	National Association of Gifted Children Conference( <i>Alive and Kickin’ Engaging Students Through arts Integration and Problem Solving</i> )
2011 Spring	Provided professional development for the Falcon Academy of Professional Arts Field Local Schools
2011 Fall	Provided professional development for Chaney HS a newly founded STEM and Creative Arts School (STEAM) Youngstown City Schools
2010 Nov.	National Association of Gifted Children Conference ( <i>A Renaissance in Your Classroom</i> )
2009 Oct.	Exemplar presentation at Engage to Learn, Learn to Engage servicing learning conference presenting of Touching the Future Through Mentorship at Akron, Ohio
2009 May	Center for Urban and Higher Education “Engaging Students through Differentiation”
2009 April	

Presentation at (CELT), Celebration of Learning and Teaching Conference hosted by the Institute of Teaching and Learning with The University of Akron MS teacher candidates

2008/09 Aug. Kent State University Workshop "Challenging Encounters for the Gifted in Your Classroom"

2008/09 Jan.-July Frazier, K. & Walker, D. (in process) *Creative Encounters: Integration of the Arts into the Curriculum*. Under preparation for review for by Prentice Hall

2008 April Presentation at the Service Learning Conference hosted by the Institute of Teaching and Learning with The University of Akron social studies MS teacher candidates

March 2007 Presentation at University of the Virgin Islands, St. Croix, V.I. "Reading Strategies Integrating Reading and Writing"

March 2006 Reading Resource Workshop at Evelyn Williams Elementary School in St. Croix, VI

May 2006 Parent Presentation at Park Side Elementary, Alliance, Ohio "Reading Strategies for Early Childhood"

January, June 2005 Presentation at Kent State Gifted Cohort Program "Instructional Strategies For the Gifted" on Cooperative Learning and Lyric Learning Lessons

February 2006, 2007, 2008 Workshops at MUC on Praxis Test Taking Strategies

2004-2006 Hubbard Exempted Village City Schools (Reed Middle School), Presentation, Transition: Junior High to Middle School

January, 2004 Presentation at Mount Union College Clinical Practitioner Seminars, "Creative Discipline and Motivation"

2002-2006 Presentation at Multiple Intelligence Workshop, MI in Middle School Education (Branton Shearer, Kent State University)

June, 2003 *National Middle School Journal*, "A Collaborative and Developmental Approach to Student Teaching," (co-author with Dr. Joanne Arhar)

May, 2002 Kent City Schools, Math Professional Curriculum Writing Team- 8<sup>th</sup> Grade (one of three authors) (Invited)

2000 – 2002 National Middle School Conference, Orlando Florida, "Side by side: a true cooperative experience (Refereed) (with Dr. Joanne Arhar)

October, 1999 National Middle School Conference, Denver, Colorado, "Making Student Teaching a True Cooperative Experience," (Refereed) (with Dr. Joanne Arhar)

November, 1998 National Middle School Conference, Denver, Colorado, "The Giraffe Project, Stick Out Your Neck and Solve a Community Problem," (Refereed) (with Kathy Frazier)

November, 1998	
March, 1997	Special Education Symposium Conference, Inclusion in the Middle School (panel participant) Kent State University (Invited)
	National Middle School Conference, Baltimore, MD. "Rethinking field experiences at the middle level: How mentor teachers can collaborate with their student teachers and assistants," (Refereed) (with Dr. Joanne Arhar)
October, 1996	
1984 – 1985	Gifted Children's Conference, "The Sky's the Limit." (Invited) (with Kathy Frazier)
1979, 1980	NEOTA Day, "Curriculum Enrichment Units." (Invited) (with Kathy Frazier)
	Kent City Schools, Academically Talented Program Development (Invited)

## GRANTS

Oct. 2010-2014	Martha Holden Jennings Opportunity Grant
Jan.2011-2013	Institute of Teaching and Learning, Dean's Office Funding "Reaching Across the Sea" (Collaboration with Country Day School, St. Croix, VI)
Sept.2009/Jan 2010	Recipient of Service Learning Grant funded by Institute for Teaching and Learning
March/Sept 2009	Recipient of the Great Cities, Great Service Grant through Ohio Campus Compact
March 2008,2009	University of Akron, CIS, Institute of Teaching and Learning, Dean's Office Funding "Reaching Across the Sea" (Collaboration with Good Hope School, St. Croix, VI)
January 2006, 2007	Mount Union Grant, Reaching Across the Sea (Collaboration with St. Croix, VI Schools Long, Distance Learning Unit)
September 2005	Mount Union Grant, The Artist's Way: Experiencing the Creative Arts
2004, 2006	Mount Union Grant, Touching the Future: A Collaborative Writing Experience
2001 – 2002	Pass Club Grant, Ohio State Department, "Raisin the Grade" (In Progress) (addendum)
2000 – 2002	Pass Club Grant, Ohio State Department, "Raisin the Grade" (addendum)
1998 – 1999	Venture Capital Partnership grant Ohio State Department, "Networking Through Ohio Schools" (writing team)
1996 – 1997	Martha Holden Jennings Grant (with Dr. Branton Shearer, Provided data of multiple intelligences and 7 <sup>th</sup> grade achievement)

## AWARDS

2012	Outstanding Teacher of the Year for the Department of Education
2012/2013	Outstanding and Distinguished Member of the University of Akron Faculty and Staff
	Richard L. Hansford Chapter of National Residence Hall Honorary
2012	5 Year Service Award Recipient for The University of Akron
2008	Richard L. Hansford Chapter of National Residence Hall Honorary Outstanding and Distinguished Member of the University of Akron Faculty and Staff
2002	Educator of the Year, Kevin Coleman Foundation
2002	Who's Who Among America's Teachers
1997	Kent Education Association 25 Year Service Award
1996	Kent Student Education Association Student Choice Award Nominee
1978	Phi Delta Kappa Professional Education Fraternity
1978	Award of Indefinite Tenure, Kent City Schools

## ADDITIONAL PROFESSIONAL ACTIVITIES AND SERVICES

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1998-2002	Team Leader, Conqueror Team
1988 - 1990	KEA Representative
1988 – 1989	Kent City Schools, Language Textbook Committee
1980 – 1981	Kent City Schools, Report Card Committee
1973 – 1976	Kent Credit Union Representative
1972 – 1974	KEA Representative
1972 – 1974	Kent City Schools, Reading Textbook Committee
1972 - 1974	Kent City Schools, United Fund Representative

## PROFESSIONAL MEMBERSHIPS

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AUPA

OMLP

SNEA

Ohio Middle School Association

Phi Delta Kappa

Kent Education Association/NEA/OEA

## REFERENCES BY REQUEST

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# **KATHLEEN C. FRAZIER**

## **2014**

### **EDUCATION:**

1981: Educational Specialist Degree and K-12 Gifted Education, Kent State University  
1974: Masters Degree in Early Childhood Education, Kent State University  
1970: Bachelor of Science in Early Childhood Education, Kent State University

### **CERTIFICATIONS/ VALIDATIONS**

Early Childhood Education K-3 and Nursery School  
Elementary Education, Grades K-12  
Gifted Education, Grades K-12  
National Board Certification, Early Adolescent Generalist

### **PROFESSIONAL ASSIGNMENTS**

Orange City Schools, Gifted Education Specialist, Grades 9-12 (2007 – 2014)  
Walsh College, Communicate Institute, Adjunct Professor, (2007 – 2014)  
Ohio Future Problem Solving Program – State Director for Community Problem Solving (2012-2014)  
Kent City Schools, Gifted Education Specialist, Grades 9-12 (1981 – 2007)  
Kent City Schools, Grades 1 – 3, (1970 – 1981)  
Kent City Schools Summer Enrichment Program, Curriculum Development/Teacher (1972 – 1982)  
Kent State University, Adjunct Professor- Gifted Education Cohort (2005- 2011)  
The Giraffe Service Learning Program, National Trainer, Consultant, Program Development (1996 – 2012)  
Kent State University, Cooperating Teacher, Field Experience /Students Teachers (1971 – 2007)  
Future Problem Solving Program, Curriculum Development Teacher Activity Units (1992 – 2014)  
Dynamics Community Theater, Assistant Director, Annie Get Your Gun and The Wizard of Oz (2004-2005)  
Dynamics Community Theater, Summer Youth Program, 2014  
The Giraffe Heroes Service Learning Program, National Trainer, Program Consultant (1996-2012)

### **PROGRAM DEVELOPMENT**

Orange City Schools, Gifted Education Program (2008-2014)  
Orange City Schools, Career Exploration Program (2008-2014)  
Communicate Institute, Integrating Arts into the Core Curriculum (2007 – 2014)  
The Giraffe Service Learning Program: Curriculum Development (1996 – 2010)  
The Stargirl Program, Originator and Program Coordinator (2003 – 2014)  
Kent State University, Instructional Processes – Gifted Cohort (2005-2011)  
Kent City Schools, Gifted Education Program Development (1981-2007)  
Kent City Schools, Interdisciplinary Unit Development Consultant, (2003-2007)  
Kent City Schools, Character Education Program (1997-2006)  
Kent City Schools, Odyssey of the Mind Program (1997- 2003)  
Portage County Gifted Girls Leadership Conference (1990-1993)  
Six District Compact Leadership Conference Chairman (1990-1996)  
Multiple Intelligence Research Project, Branton Shearer, Field Testing Materials (1995-1997)  
NEOSERC, Kids on the Block Program (1994)  
Kent State University / Kent City Schools Portfolio Gifted Identification (1994)  
Partnership for America's Future (1987-1993)  
Tallmadge City Schools Invention Camp (1990 and 1999)  
Kent State for Kids. Program Development Committee (1982-1983)  
Kent State University Creative Connections, Governor's Summer Institute (1987)  
Portage County Schools, Peaceful Change Summit for Portage County Students (1984)

## **PUBLICATIONS**

### **Books**

Co-author, *Future Problem Solving Topic Activity Units*, Published each year by the Future Problem Solving Program (1992-2014)

Co-author, *Power Up Your Creative Mind*, Free Spirit Press, (2012)

Co-author, *Cre-EGG-tivity Plus*, published by Nathan Levy Associates (1988)

### **Inclusion in Books / Video Production**

*TIPPS for Coaches, Lesson Plan*, published by the Future Problem Solving Program (2008)

*Differentiating Content for Gifted Learner*, produced by Susan Winebrenner (2007)

*The Gift*, Video Production Committee and KSU, Great Potential Press (1985)

*Being Gifted*, Trillium Press, poem – *Education a Metaphor* (1988)

### **Articles**

Ohio Association of Gifted Children Newsletter, article, Project P.E.A.K. (Performance Enhancing Activities for Kids) 2013

National Association for Gifted Children Newsletter- Creativity Division, *Service Learning and Problem Solving*, (2007)

Time Magazine for Kids, *Stargirl Program*, (2008)

Challenge Magazine: Articles Published: 1990, 1989, 1988, 1987, 1986

## **PRESENTATIONS**

Ohio Association of Gifted Children Conference (1984-1995, 2007, 2012, 2013)

National Association of Gifted Children Conference (1984-2005, 2011-2014)

Touching the Future Professional Development, Alaska State Conference (2014)

Power Up Your Creative Mind Workshops (2012)

National Character Education Conference (2001 -2002)

National Middle School Conference (2002, 2003)

World Association for Gifted Children (1987, 1993)

World Futurist Association, 1993

## **GRANTS**

Biology – A Renaissance, Artist in Residence Program (2008-20014) \$5,600

Integrating the Arts – The Jennings Foundation (2008) \$3,000

Project “Reaching Entrepreneurship” – \$1000 Orange Foundation (2012)

“Lyric Learning,” Roots of American Music, \$3000 (2013)

Wick Poetry Creative Writing Grant - \$500.00 (2011 and 2013)

Stargirls, Total grants equal \$5,000 (Orange Foundation, Jennings Foundation, Generation On) 2006, 2009, 2010

Touching the Future, Mt. Union University, \$9,000 (2002-2007)

The Artists Way, Mt. Union University, \$3,000 Early Childhood Integration of Arts (2006)\

W.I.S.H. Radio – KSU Telecommunication Grants \$4,000 (2004-2005)

Giraffe Project and Service Learning Grant, \$13,000. City of Kent Block Grant (1997-1999)

Project Cuyahoga, An Online Problem Solving Experience, Kent Environmental Counsel - \$500 (1998)

And Then There Was One, Puppetry and Environmental Education, \$1000 Jennings Foundation (1993)

Cents for Sight, \$500 Jennings Foundation Grant (1992)

Ambassadors for Peace Conference, Jennings Grant, \$1000 (1991)

The “FUN” damentals of Learning Projects. Jennings Foundation \$500 (1990)

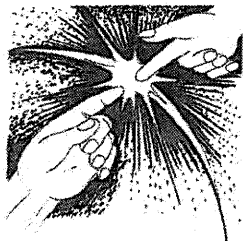
Jammin for the Jungle, Jennings Foundation \$500 (1987)

### **ACTING ROLES – COMMUNITY THEATER**

Peter Pan (Peter Pan)  
Charlotte (Charlotte's Web)  
Mrs. Beaver (Lion, witch, and the Wardrobe)  
Judge (Miracle on 34<sup>th</sup> Street)  
Mother (Christmas Story)  
Ghost of Christmas Past (Christmas Carol)  
Mrs. Bailey (It's a Wonderful Life)  
Mother (Cheaper by the Dozen)  
Mayor of Munchkin City (Wizard of Oz)  
Pawnee Bill (Annie Get Your Gun)

### **HONORS RECEIVED**

KSU Educational Specialist Program, Graduate Cum Laude  
Jennings Foundation Scholar  
Ohio Association of Gifted Teacher of the Year  
Kevin Coleman Portage County Teacher of the Year  
Kent Environmental Counsel Teacher of the Year  
International Future Problem Solving Coach of the Year  
Ashland Oil Teacher Recognition

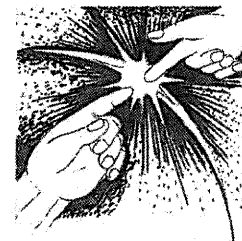


# Touching the Future Today

## Creative Encounters for the 21<sup>st</sup> Century Learner

Deborah Walker and Kathy Frazier  
5925 Thorndale Drive Kent, Ohio 44240

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Touching the Future Today is a professional development consulting company that presents innovative workshops for educators who want to learn and implement creative strategies into the core curriculum. Our message, "Creativity Does Not Have to be Sacrificed to Meet the Content Standards" rings true throughout every lesson, strategy, and activity we present.

Learning the key elements of how to create stimulating classroom environments that will inspire, motivate, and enhance student performance provides educators with skills to meet the individual needs of various populations and learning styles. We present differentiation strategies that provide learning experiences that will challenge students to think critically, problem solve, and synthesize information. Our "Hands On, Minds On" learning experiences can be integrated into the K-12 classroom curriculum providing tools for teachers to develop and integrate meaningful arts instruction in Social Studies, Language Arts, Science, and Math, as well as the exploratory classes.

We facilitate one to five day presentations depending upon the needs of your faculty and school calendar; creative scheduling can be arranged. We also create and model lessons for students demonstrating integration of the arts based on a given content standard. We will be happy to consult with you and/or teacher representatives to develop the most effective workshop to meet your instructional needs and goals. We can also provide examples of the professional development that we have given at public, STEM, and creative art schools as well as our two day sessions that we recently presented at the *4 Teacher/Student Conference* in Fairbanks, Alaska in August.

We are confident that our presentations will inspire, challenge, and rejuvenate teacher performance which in turn will lead to higher student achievement. We look forward to meeting with you.

Kathy Frazier  
kathy.frazier1@gmail.com  
330-673-1243

Deborah Walker  
deborahwalker329@gmail.com  
330-673-1334

**"CREATIVITY DOES NOT HAVE TO BE SACRIFICED TO MEET THE CONTENT STANDARDS"**  
Frazier/Walker