

Mr. Bradley Aaron

brad.aaron@gmail.com

Social Science

Conceptual Development (Area II)

Wan Chai

Hong Ko 999077

Cell Phone

Home Phone

Business Phone

Current Position

Associate Director

University of Virginia Tibet Center

Charlottesville, VA and Hong Kong

References

David Germano, PhD, Professor Tibetan Studies, University of Virginia, Current Supervisor, (434) 242-3079

Losang Rabgey, PhD, Co-founder and Executive Director, Machik, Past Supervisor, (202) 459-7191

Tashi Rabgey, PhD, Co-founder and Strategic Director, Machik, Past Supervisor, (202) 375-8948

Teaching Years 6

HS Years 0

EdBackground University of Chicago, PhD Coursework, History of Religions, 2005-2008 University of Chicago, MA, History of Religions, 2003-2005 Hendrix College, BA, International Relations and Spanish, 1996-2000 Conway High School, Graduated 1996 Arkansas Governor's School, English/Language Arts, Attended 1995

How did you hear about AGS?

Facebook or sim

Teaching Statement

Arkansas Governor's School changed my life. I was in the penultimate year of a high school career that took me to three vastly different high schools across two states in four years. As I entered my junior year at Conway High, I wasn't even sure that college was for me. A thoughtful Spanish teacher nominated me for AGS, and after being selected as an alternate at first, I was fortunate enough to be admitted, just weeks before the program started in the summer of 1995. What I found at AGS was a community where I finally felt at home, as well as a model for how to live a life of the mind while working for a better world. Bolstered by the aspirations of my new group of brilliant and motivated friends, and given a glimpse into what a liberal arts education could offer, I resolved that summer to apply for college and to dedicate myself to being the best student I could be. True to my newly found determination, I finished my senior year with excellent grades and was accepted to Hendrix College, where I graduated in 2000 with a double-major in Spanish and International Relations. The excitement I felt from those six weeks of intellectual exploration at AGS sustained me not only through my undergraduate education, but also further propelled me into a PhD program at the University of Chicago, where I studied the History of Religions from 2003-2008, with a focus on Tibetan traditions. While I never completed my doctoral studies, I believe I can trace the ultimate decision to leave my PhD program to what I learned at AGS about being an engaged citizen and working to improve the lives of others. Led by a desire for greater engagement, I left UChicago to join the leadership team of a small grassroots Tibetan-led non-profit organization that was working to realize in practice what I had been studying in theory for so many years. This commitment to engagement with local communities has sustained me throughout my career as I transitioned to my current role as the associate director of the University of Virginia Tibet Center, where I have led programs focused on cultural preservation and social entrepreneurship for the past six years. I would like to bring all of these experiences and share the knowledge I have gained as an instructor at the 2018 AGS. Indeed, I have wanted to give back by teaching at AGS since I attended the program in 1995, and I am finally now in a position where I feel that I have something meaningful to share with the students and have the time during the summer to dedicate to this pursuit. I believe I am the person I am today due in no small measure to my time at AGS, and I would be honored to be a part of creating an experience that could facilitate a similar effect on a new crop of bright young individuals. I believe in the melding of rigorous theory with dedicated practice, and I would approach my course design at AGS from this perspective. I would bring to my engagement with students all that I have learned through years of study and working with local communities to create a class under the social sciences field that I am provisionally calling "Cultural Survival in the 21st Century". This class would begin with an introduction to the concept of culture, as it has been deployed in general parlance, philosophy, anthropological theory, and through international organizations such as UNESCO. I would lead students through the various

formulations of the concept, discussing along the way the problematic nature of its definitions, before diving into a typology of cultural production and change that will render the concept of “cultural survival” meaningful. This exploration will take students through concepts such as tangible and intangible culture, and the very idea of cultural heritage. We will look at global efforts to systematize the documentation and preservation of cultural heritage from such diverse geographies as the Himalayas, Asia-Pacific, and the American South. Throughout the course, I will illustrate discussion topics with work that I have done with local communities in China and Bhutan, and through the work of others, such as ethnomusicologist Alan Lomax, who developed an extensive archive of documentations of American and global intangible cultural traditions such as music and spoken word performances—many from the rural South. I will work with students to design their own cultural documentation project focused on their family or community traditions, and, if possible, ask them to collect audio-video and/or photographic documentation materials during their break or from their own personal collections. As part of the class, students would create a final project that would be published online through the open-access audio-video archive called mandala (<https://mandala.shanti.virginia.edu/>) which was developed and is hosted at the University of Virginia. All classes would be taught using the Socratic method that I first came to appreciate through my AGS experience so many years ago. As an instructor, I would introduce core concepts and walk students through the critical understanding of these concepts as they have been developed and deployed in particular socio-historical contexts, especially in the contemporary world. I would model a rigorous approach to ideas that requires investigating the underlying assumptions of concepts as well as a commitment to conducting research to gather all of the relevant information needed to form an assessment of an event or idea. I would also bring to discussions inside and outside the classroom an emphasis on open listening, cultural sensitivity, and a global perspective that I have tried to cultivate through years of working with at-risk communities and living and working outside of the United States. I would also introduce students to powerful tools used in the digital humanities to bring together texts, audio-video, visual, and bibliographic materials into dynamic presentations in line with the theme of the course.

#### Round The Clock Ideas

In order to continue the enrichment of students outside the classroom, I would be keen to organize evening and weekend activities such as: folk music performances, screenings of ethnographic films, hands-on cultural documentation workshops focused on the participatory methodologies I have taught and used in my work, hosting guest speakers who specialize in participatory filmmaking, a seminar or series of seminars on observation and “seeing like a photographer” that would focus on photographic documentation approaches and techniques, a short-course on basic film editing, basic mindfulness courses based on training I’ve received in Mindfulness Based Stress Reduction (MBSR) techniques, discussions of social entrepreneurship with examples from my work in Tibet, an introduction to the Tibetan alphabet and some basic words/phrases, and an introduction to the martial art Aikido (an art I started while at Hendrix and in which I currently hold a blackbelt) and/or basic physical self-defense courses for women.

#### Additional Comments

Available Full Time?  I need a phone interview.

Bradley Aaron

1/7/2018

Dr. Jennifer Alder - Hubble

jhubble@lamar.edu

English/Language Arts  
Social Science

Hewitt

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TX

76643

Business Phone

2542295137

Current Position

Dyslexia Instructional Specialist

Waco ISD

Waco, Texas

References

Tami Wiethorn, Coordinator of Dyslexia Services – current supervisor. email: tami.wiethorn@wacoisd.org Waco ISD 501 Franklin Ave Waco, TX 76701 (254) 644-0948 cell (254) 710-9252

Dr. Brett Welch – Professor & Chair of my dissertation committee at Lamar University Work email: bwelch5@lamar.edu Education Leadership Professor Lamar University, 4400 MLK Blvd. PO Box 10009 Beaumont, Texas 77710 (337) 377 - 7176 cell

Dr. Neil Faulk – Professor & member of my dissertation committee at Lamar University Work email: nfaulk@lamar.edu Education Leadership Professor Lamar University, 4400 MLK Blvd. PO Box 10009 Beaumont, Texas 77710 (337) 529 - 7765 cell

Teaching Years 8

HS Years 0

EdBackground I am interested in a full time faculty position in Education, Reading, or Education Leadership. I am at the point where I have completed all of my doctoral course work except for finishing the dissertation, which I have started. I am considered an ABD candidate in the ED in Education Leadership program at Lamar University, which I plan to complete by July 2018. I am interested in relocating to Arkansas to be closer to family. I have worked in public school for 8 years and at the community college level for two years. Furthermore, I have also experience developing and teaching online college courses using blackboard and Desire2Learn software. I have worked as an instructional specialist in a public school in Waco for the past five years with the same district. I specialize in students that have been diagnosed with either dyslexia or dysgraphia. Most of the time my students are in 504, but some of them are under the special education IDEA side. I am very familiar with 504 forms and guidelines. Esped is the program that we used at the district that I worked at to document 504 forms and update student’s accommodations for the classroom and for testing. We also use Eduphoria to document student progress, upload professional development, and document student or parent meetings. I am interest in speaking with further in a personal interview. Thank you for your time and consideration. Sincerely, Jennifer Alder Jennifer Alder, M.Ed., CALT, TX Licensed Dyslexia Therapist

How did you hear about AGS?

AGS website

Teaching Statement

. I am at the point where I have completed all of my doctoral course work except for finishing the dissertation, which I have started. I am considered an ABD candidate in the ED in Education Leadership program at Lamar University, which I plan to complete by July 2018. I am interested in relocating to Arkansas to be closer to family. I have worked in public school for 8 years and at the community college level for two years. Furthermore, I have also experience developing and teaching online college courses using blackboard and Desire2Learn software. I have worked as an instructional specialist in a public school in Waco for the past five years with the same district. I specialize in students that have been diagnosed with either dyslexia or dysgraphia. Most of the time my students are in 504, but some of them are under the special education IDEA side. I am very familiar with 504 forms and guidelines. Esped is the program that we used at the district that I worked at to document 504 forms and update student’s accommodations for the classroom and for testing. We also use Eduphoria to document student progress, upload professional development, and document student or parent meetings. I am interest in speaking with further in a personal interview. Thank you for your time and consideration. Sincerely, Jennifer Alder Jennifer Alder,

M.Ed., CALT, TX Licensed Dyslexia Therapist

Round The Clock Ideas

I have been both an online college student and an online professor for several years.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Jennifer Alder - Hubble

12/15/2017

Ms. Jesse Andrews

jandrews13@uco.edu

Personal and Social Development (Area III)

Conceptual Development (Area II)

[Redacted]

Edmond

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73034

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Current Position

Graduate Assistant for Student Engagement

University of Central Oklahoma

Edmond, OK

References

Dr. Ed Cunliff, Professor of Adult Education, 405-974-2972, Advisor

Nicole Doherty, Coordinator of Student Engagement, 972-743-2907, Supervisor

Jacob Tidwell, Assistant Director of Student Engagement, 405-441-0408, Colleague

Teaching Years 1

HS Years 0

EdBackground 2016-Present, Master of Education, University of Central Oklahoma, Adult and Higher Education- Student Personnel (Currently Enrolled) 2012-2016, Bachelor of Arts, Henderson State University, Public Administration

How did you hear about AGS?

AGS website

I attended AGS in 2011

Teaching Statement

I wish to teach students at AGS because I believe that a person's development begins with knowing themselves. I think that AGS is a wonderful opportunity for students that want to gain more knowledge about the areas that they are passionate about; which will help them prosper in college. I attended AGS and I still reflect back on all of pieces that I wrote (in the English/Language Arts Area) and I can remember exactly how I felt in that moment. The program is a strong influence on young lives; they will carry the memories with them in everything they do. I wish to teach Social/Personal Development because I feel that a person cannot understand what they are doing in life if they cannot understand why they are doing it. The fire, the passion, for the area that they pursue must have heart behind it. A person must be able to answer: what makes me good at this job? To succeed, they must know themselves enough to answer that question.

Round The Clock Ideas

I love a good ice breaker! I think a large group game that requires a beach ball with questions on it is a great way to make friends. Any activity that gets students interacting and laughing is what I would love to facilitate. I also love board games; I think it would be great to host a game night that offered several different (odd) games that maybe no one has played before. Learning something new with friends or strangers (potential friends) is a great way to bond with each other. I personally connected with others through the Spades tournament that was offered. I am introverted, so that experience was one of my favorites at AGS.

Additional Comments

[Redacted]

Available Full Time?  I need a phone interview.

Jesse Andrews

12/21/2017

Dr. Yusuf Baktir

baktiryusuf@gmail.com

Social Science  
Mathematics

Denton

TX

76209

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Current Position

Teaching Fellow

University of North Texas

Denton, TX

References

Dr. Brian Collins, Major Professor, (940) 565-2318, brian.collins@unt.edu

Dr. Abraham David Benavides, Dept Chair, (940)-565-3264, abraham.benavides@unt.edu

Dr. Eric J. Fritsch, Criminal Justice Dept Chair, (940) 565-4954, fritsch@unt.edu

Teaching Years 3

HS Years 0

EdBackground University of North Texas Dec 2017 Department of Public Administration Ph.D. in Public Administration and Management

How did you hear about AGS?

colleague school

Teaching Statement

I would like to help the institution educate the leaders of the future generations. Nurturing the right education could save the future of this nation. This group of students is our best hope for a better society. I would like to contribute to AGS's goal of creating a unique experience for a select group of Arkansas' best students. The creative tools I am using contributes to AGS purpose in fulfilling the goals of creating an intellectual atmosphere. My objective in teaching is centered on the mission to grow purposeful, experienced and critical-minded students. I associate their understanding with real-life examples with the course materials. I provide ways to experience the application of social problems in real life. I help the students become suspicious and critical-minded in every phase. One course I taught for several years is the Cultural Competency. This course examines the diverse and sometimes competing for demands and interests of the various stakeholders within our society. Special consideration is given to how race, ethnicity, gender, age, and economic standing may play a role in policy demands and execution. Students develop an understanding of how administrators respond to the diverse interests in American cities while adhering to the administrative values of leadership, responsiveness, and efficiency in the management of urban communities. For example, I often show the students demographic change in the City of Denton in the last five year. It helps the student realize that there are a dramatic population increase and various demographic changes in terms of race, age, education, income and veteran status which may necessitate several different policy adjustments. Additionally, I invite experienced guest speakers from the community working in related fields. Student feedbacks show that the students gain much from the speakers. To reach my teaching objectives, I apply several teaching methods. First, I help the students begin to understand the philosophy of the given topic. By giving the right appreciation to the topic, the students gain a better understanding the social problems and the civic duties in resolving these problems. Appreciation of the right philosophy helps the students guide their way in the professional life. Second, my goal is to support all the concepts and theories with real-life examples and real-life materials. I use visual content, show official materials and bring out real statistics to show to the students. I make my research and give examples from the community the students live in. Third, I encourage students to apply what they have learned in the class. Every semester, students prepare public policy proposals and present their ideas to the officials. I provide the framework to the students and they make their research in the community by interviewing with the students and officials. My students prepared more than thirty policy proposals in topics ranging from international student integration, enhancement of security in the university to increase in the walkability of the university, and presented them to the university officials in the class. The experience of creating policy proposals and seeing it developing into real policies is an invaluable experience for the students. Fourth is to teach students to become critical in every phase. I do not want the students to take everything for granted from the class. I encourage them to challenge what they learn. My students are aware that there are several perspectives on almost

any phenomenon. I would like to help them in their journey to discover what their perspectives are. To help students become critical, I share a fair amount of time for discussion in the classroom and assure students respect each other's perspectives.

Round The Clock Ideas

One of the games I can suggest is the "community development" game. The game is developed and suggested by the experienced professors in teaching cultural competency. In the game, the students are grouped into three groups where they are given some tasks to complete. The community borders are drawn by tapes. The three groups are heterogeneous to each other. While one group has better resources and large space, the other group has a high density (usually more than 15 students in a 60 square meet). The students are given papers and some artificial money to build a community. The community is built by the students based on a given instructions. At the same time, the community police (the teacher) walks around the neighborhood to monitor the students. The community built by the students are rated. The best community wins the game. I can give more details of the game.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Yusuf Baktir

12/5/2017

Dr. Whitney Barringer

wbarringer1@uca.edu

Social Science

Conceptual Development (Area II)

Little Rock

AR

72202

Cell Phone

Home Phone

Business Phone

Current Position

Visiting Professor

University of Central Arkansas Honors College

Conway, AR

References

Patricia Smith, Interim Dean of UCA Honors College. 501-450-5295. Current dean.

Ted Ownby, Director of the Center for the Study of Southern Culture and Professor of History at the University of Mississippi. 662-915-5993. Dissertation committee chair.

Marc Lerner, Associate Professor of History at the University of Mississippi. 662-915-7529. Former professor in class and on European Enlightenment and Revolution minor field.

Teaching Years 5

HS Years 0

EdBackground 2011-2016. PhD. University of Mississippi. History. 2009-2011. M.A. University of Mississippi. History. 2005-2009. B.A. University of Central Arkansas. History.

How did you hear about AGS?

friend

Teaching Statement

Arkansas Governor's School (AGS) reaches out to upcoming high school seniors with great potential, puts them on a campus with each other, and puts them into classroom and learning environments that push them to expand the potentials of themselves and others. For a teacher, that kind of learning environment is a treasure and highlight in a career of teaching, but for high school students across the state of Arkansas, it is a deeply life-changing experience that exposes them to new people, ideas, and worlds. I want to be a participant and a facilitator in this particular moment of identity-forging and meaning-making. For so many, that moment is only a short window, but I believe AGS lengthens the window by reaching students at such a critical time in their psycho-social development. It turns their curiosity and openness, which they, at other junctures, might interpret as weaknesses, into actual skillsets to be honed and explored. AGS and I are good fits for each other because my formative learning and teaching experiences at the UCA Honors College have instilled in me values that are deeply and wonderfully compatible with the aspirations of AGS. In both phases of my experience, as first student and then professor, I have seen the power of critical and creative thinking, the process of honing of intellectual and analytical skill, and the ways in which empathy and emotion can transform learning into something vibrant and profound. If chosen to teach social science, I would teach a modified version of "Power and Resistance," a class I taught at the UCA Honors College in Fall 2016. The class approached systems of power and those who resist them from a historical lens, and collaborated on definitions of morality, ethics, justice, and law, and explored concepts such as co-option, coercion, and legitimacy. While the course will spend a lot of time on the United States and on Arkansas specifically, students will learn about analogous power systems and resistance movements around the world, in time periods ranging from ancient to present day. Multiple units will be The class is designed to both teach historical and immediate factors and an introduction to understanding the forces that affect national, community, and individual trajectories. Class time will be spent exploring definitions and case studies, with visual and audio supplements. If chosen for Area II, I would like to teach a class on how to read and write about art. I am currently teaching a class on Political Art for the UCA Honors College. The class for AGS would be more general and not just on political art. I would teach how to write about different types of art, from paintings to music videos, and how to think more critically about the media we consume.

Round The Clock Ideas

From the past activities descriptions, I can see that someone has taught podcasting before, but if someone is unable to teach podcasting this year, I would love to be able to teach podcasting techniques and basic editing. I currently run Big Rock Switchboard, which is Little Rock's first podcast network, and would be happy to give students a workshop on these skills. I

also have a sport I can teach students at AGS. It is called "Volleybonk," and is a cross between tennis and volleyball and played with a huge bouncey ball. This sport was a favorite among hip locals in Oxford, Mississippi, where I lived for six years, and it would be a fun activity that could include up to 16 people per game per court. If not chosen for Area II, a "How to Read Art" class could be adapted for an activity session, with a focus on a certain type of art, such as music videos or even advertisements. I have the expertise to host a number of other lectures on subjects including but not limited to the history of mental health in the United States (a large part of my dissertation); race in film (I will be teaching a class titled "Race in Film: From Birth of a Nation to Get Out" for the May intercession at the UCA Honors College and could adapt this to a lecture); a history of community organizing in Arkansas; architecture and power; and empathy and the history of the novel.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Whitney Barringer

1/8/2018

Mr. Michael Boyd

mjboyd.acc@gmail.com

English/Language Arts  
Conceptual Development (Area II)

[Redacted]

Maumelle

AR

72113

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501-551-0019

[Redacted]

Current Position

Literacy Instructional Facilitator

Jacksonville North Pulaski School District

Jacksonville, Arkansas

References

Monica Ring, Math Instructional Facilitator, 501-743-8555, colleague.

Shan Kemp, English Teacher, 501-772-5923, colleague.

Weslena MacLaird, Science Teacher, 501-472-2679, colleague.

Teaching Years 8

HS Years 0

EdBackground Currently in Ed.S program. 2012. Completed MA Teaching from University of Central Arkansas. 1995. BA English University of Arkansas at Little Rock. 1995. BS Biology University of Arkansas at Little Rock.

How did you hear about AGS?

Facebook or sim

Teaching Statement

I attended AGS and it would be a thrill to contribute to the program and to the attending students. As a parent, as a teacher, and simply as some goon that you may see driving up or down the highway, I have always kept my head up; sought out the interesting or important events in the day-to-day; and find humor, positivity, and hope everywhere. Much of this attitude, I attribute to my weeks in Conway during an AGS summer. Please, let me have a chance to give back. I know you typically ask for high school teachers and that may seem to be a strike against me, as I teach in middle school. However cherished my experiences at AGS are, though, my most transformative educational moment did not come from there; it came from a part-time instructor in college who was a full-time kindergarten teacher. Sometimes, it's that different angle that brings about the greatest results. To me, that's what AGS is all about.

Round The Clock Ideas

I am willing to assist in any of the programs and I work well in teams: driving vans for field trips, hosting discussions, leading a jogging/hiking pack, AM Journalling sessions--heck--serving punch at the toga party...I'll help where I'm needed.

Additional Comments

[Redacted]

Available Full Time?  I will be available to come to Conway.

Michael J Boyd

1/7/2018

Ms. Emily Bradley

eebradley@outlook.com

Personal and Social Development (Area III)

English/Language Arts

Conway

AR

72032

Cell Phone

Home Phone

Business Phone

Current Position

full-time student (senior), though I previously served at Marketplace Grill. I also proctor for the ACT at Conway High School and serve as a Comp I Peer Instructor at OBU.

Ouachita Baptist University, ACT services

Arkadelphia, AR

References

Mr. Chad Terrell, 501-504-5415, terrellc@conwayschools.net, previous teacher, ACT coordinator

Ms. Sarah Smith, 870-245-5336, smiths@obu.edu, professor and coordinator of OBU English Peer Instructor program

Dr. Benjamin Utter, 870-245-5336, utterb@obu.edu, professor

Teaching Years 1 (tutoring and serving as a Comp I Peer Instructor)

HS Years 0

EdBackground Ouachita Baptist University, 08/2015 - 05/2018, soon to receive a Bachelor of Arts in English and Spanish with honors Study abroad at Liverpool Hope University, fall 2016 Conway High School, 2014 graduate, highest honors, National Merit Scholar

How did you hear about AGS?

AGS website

Mr. Chad Terrell, a previous teacher

Teaching Statement

I had the privilege of attending AGS in 2013, and it absolutely changed my life. Ironically, I attended in the area of natural science, though I am now a humanities double major. I was a people-pleaser back then and had planned to pursue a prestigious career in the sciences to impress my parents and teachers. AGS however, led me to realize the beauty of true individuality and eventually to accept my own interests and desires as valid. I credit AGS with giving me the courage to declare myself an English and Spanish major, a decision which has now led me to pursue an MFA in Creative Writing. AGS rattled me in a way that I was not entirely prepared for, but that I needed. I was a shy, conservative high school student, afraid to develop a strong sense of self, suppressing my own voice and trying my best to serve Southern cultural hegemony when AGS popped my self-protective bubble and brought me face-to-face not just with some of the messiest ethical and philosophical questions of life, but with vibrant, interesting friends whose perspectives were entirely different from my own. AGS stretched me intellectually, socially, and emotionally, and I am grateful that my mind has not regained its original dimensions. I seek a teaching position at AGS in order to serve this program that served me so much. I love to teach and would love to work with young people facing the simultaneously exhilarating and paralyzing idea of the future after high school, to help prepare them to responsibly and confidently engage with the broader world. In teaching Area III, I would lead discussions and activities that would help students process their experiences in other areas of AGS and to apply the ideas they encounter to current events. I would help students analyze their own multifaceted personalities and those of others so that they might learn how to work well with all types of people. Finally, and most importantly, the overarching goal of my instruction in Area III would be to prepare students emotionally and socially to thrive in a colorful and chaotic adult world. So many academically gifted students struggle when they begin college because they have not been prepared to fully function outside the structured society within the walls of their high school. Personally, I dealt with an immense amount of anxiety through my first two years of college. I want the chance to teach Area III at AGS so that I might give my students skills to begin a vibrant life after high school. As a teacher, I love an active classroom. I favor discussion-based instruction because it pushes students to think on their feet in response to their peers' thoughts and allows all students equal chance to participate. Especially in an Area III class, discussion amongst students of vastly different backgrounds, sharing their thoughts on common AGS experiences, perhaps sharing reactions to a film, is a great way to broaden perspectives and strengthen social skills. Of course activities are a great means to the same end. I recall many activities in the Area III class I was in several years ago. Initially, some of them seemed silly, though I later realized that they forced a cooperation and common energy between students that might otherwise flounder in socializing. Finally, I believe in relating

ideas to things beyond the classroom walls, to current events, social constructs, students' other interests, etc. Students who attend AGS should recall what they experienced and learned there for the rest of their lives, applying insights to real world situations. It is not meant to be something experienced, slapped on a resume, and forgotten. My goal is to create a memorable experience for students.

Round The Clock Ideas

As I recall, open mic nights are very popular at AGS, and I am eager to help out with these events. I love poetry and would be excited to host a slam. I would be happy to host a regular chess event with students on the afternoon or on the weekends. I would very much like to host a book club or a poetry club for students.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Emily Elizabeth Bradley

11/25/2017

Ms. Rebecca Chatham

rpchatham@gmail.com

# English/Language Arts Conceptual Development (Area II)

Bentonville

AR

72712

Cell Phone

Home Phone

Business Phone

4067888643

### Current Position

Instructor

University of Arkansas

Fayetteville, AR

### References

Dr. Dorothy Stephens; English Department Chair; 479-575-5982 or (479) 236-1101; as the head of our department, she has supervised me when I was a teaching assistant and now as an instructor.

Dr. William Quinn; Distinguished Professor; 479-575-5988 or (479) 409-8617; Dr. Quinn was a member of my master's thesis committee. Now, he and I sit on the Undergraduate Studies Committee together.

Dr. Patrick Slattery; Associate Professor; 479-575-2288; Dr. Slattery was my advisor and teacher while I was earning my master's degree. He has also observed my classroom teaching.

Teaching Years 9

HS Years 5

EdBackground University of the Pacific, 2015-2016, three graduate credits in Teaching Methods M.A. English Literature, University of Arkansas, Fayetteville, AR, 2015, Cum Laude Thesis: The Many Faces of Cleopatra: How Performance and Characterization Change Cleopatra in Geoffrey Chaucer's "The Legend of Cleopatra," William Shakespeare's The Tragedy of Antony and Cleopatra, and John Dryden's All for Love; or, The World Well Lost Committee: Vivian L. Davis, Director; Joseph D. Candido, Reader; William A. Quinn, Reader University of Montana, Missoula, MT, 2010-2013 and 2017-2018, 14 graduate credits in English Teaching Methods and Writing Instruction B.A. English and History, University of Montana, Missoula, MT, 2009, Cum Laude Mortar Board Award for Outstanding Senior in English Teaching University of Montana Scholar, Davidson Honors College

How did you hear about AGS?

colleague

### Teaching Statement

I want to apply for this position because I miss working with high school students. More importantly, though, I love fostering a love of learning and a love of the humanities in students at this important time in their lives. Creating stronger thinkers at the high school level has multiple benefits, not the least of which is to have these students' experience and education ripple out to their peers and community when they return home. Education is the last stronghold against corrupt government, and we need educated people now more than ever before. I want to help create students who seek understanding in all aspects of their lives. I will fulfill our goals, the goals of the Arkansas Governor's School, by fostering intellectual discussion, thought, and development in my class. I will fulfill our goals by introducing students to ideas and literature they did not know existed, thereby expanding their horizons. I will fulfill our goals by asking students to look at critical issues and concepts from different points of view and to use the past to find present solutions. And I will fulfill our goals by encouraging students to pursue a research topic that interests them, which will engage them in lifelong learning skills and make them more responsible citizens for our increasingly digital and connected world. My English course will focus on learning to do and write quality research, by using primary and secondary sources, identifying and using reliable sources, and identifying our own biases in order to avoid and/or overcome them. The overarching goal is to guide students to a deeper understanding of the human condition, and to see how our past deeply affects our present, by focusing on late 19th and early 20th century American literature. My teaching methods are varied and include discussion (primarily), Socratic circles, silent conversations, physical movement to argue, reader response journals, guiding questions, and technology integration. I prefer to facilitate learning by creating structured group work and having student-led presentations and learning.

Round The Clock Ideas

Should I earn this position, I can lead regular yoga classes that combine all levels and are challenging. In addition, since the students we will work with will be driven and focused, I can lead them in regular guided meditation sessions to give them another strong and positive way to deal with stress and challenges in school and life. In addition, I can lead board game nights, classic movie nights, or a book club, as all of those are passions of mine. On a more serious note, I can help students by leading extra study skills sessions. Lastly, I will happily co-lead activities, such as dodgeball, flag football, ultimate football, or other team building activities.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Rebecca Piazzoni Chatham

1/3/2018

Dr. Trisha Cowen

trishacowen@gmail.com

English/Language Arts

No Second Choice

Conway

AR

72034

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Current Position

Visiting Assistant Professor of Creative Writing

University of Central Arkansas

Conway, AR

References

Sandy Longhorn, Assistant Professor of Creative Writing, University of Central Arkansas, 501-350-0782, Current Colleague

Jaimee Wriston Colbert, Professor, Department of English at Binghamton University, (607) 777-6124, (email) jcolbert@binghamton.edu, Dissertation Committee Member

Dr. Libby Tucker, Distinguished Service Professor, Department of English at Binghamton University, (607) 777-4455, ltucker@binghamton.edu, Dissertation Committee Member

Teaching Years 11

HS Years 3

EdBackground EDUCATION: • Ph.D., Binghamton University, SUNY 2014 English Literature and General Rhetoric with a Creative Dissertation Dissertation: Five Thousand Days of Autumn: A Novel 4.0 GPA • M.A., Binghamton University, SUNY 2010 English with a concentration in Fiction Writing Thesis: Putting Clothes on a Skeleton: A Collection of Short Stories 4.0 GPA • B.F.A., Emerson College, MA 2009 Writing, Literature, and Publishing Thesis: The Company Man: A Screenplay Dean's List, Gold Key Scholar, Norman Knight Beijing Scholar Summa Cum Laude, 3.85 GPA

How did you hear about AGS?

colleague Professor Sandy Langhorn & Professor Jennie Case, UCA

Teaching Statement

Arkansas Governor's School Hendrix College 1600 Washington Avenue Conway, AR 72032 Dear Search Committee Members, I am writing to apply for the advertised Instructor of English/Language Arts position you have available for your 2018 Summer Session. I currently serve as a Visiting Assistant Professor of Creative Writing at the University of Central Arkansas and previously served as an Assistant Professor of English and Humanities at Alfred State College from 2015-2017. I earned my Ph.D. at Binghamton University, specializing in Contemporary Multicultural Literature, Creative Writing (fiction, creative nonfiction, and screenwriting,) and Rhetoric and Composition. My extensive experience teaching in a similar program to AGS in New Hampshire, combined with my commitment to innovative teaching methods and fervent dedication to extracurricular efforts, make me an excellent candidate for the position outlined in your notice. As an educator, I am experienced, driven, and enthusiastic. In addition to having diverse teaching experience at the collegiate-level, I have significant experience teaching at the secondary-level to high-achieving students, both in the United States and in China. During the summers of 2014 and 2015, I served as a Master Teacher for Writing Workshop at St. Paul's School through their Advanced Studies Program, a similar program to the Arkansas Governor's School, as it is a residential program that serves advanced high school seniors. The Advanced Studies Program provides talented New Hampshire public and parochial high school students with challenging educational opportunities otherwise unavailable to them. Teaching at St. Paul's Advanced Studies Program has been one the highlights of my teaching career, as I enjoy working in an intensive teaching environment where educators have the opportunity to work with students both inside and outside the classroom through multiple extracurricular activities. In addition, I assisted in the development of the University Readiness Program at a Chinese high school in Zhenjiang, China. The URP program supports students in Zhenjiang as they prepare to pursue undergraduate degrees in the United States. Due to innovative ideas and strong international collaboration, the program has been a success and has expanded to include a school in Beijing. A group of the students that I taught in Zhenjiang are now slated to

graduate from Binghamton University in New York this spring. At the Arkansas Governor's School, I would be very excited to teach one of three unique courses: Monsters in Film and Fiction, Haunted America: Literature of the Supernatural, or Fiction Workshop. I have skill in innovative course design, as I plan courses that are academically rigorous as well as stimulating for a diverse student-body. Course Descriptions are as followed: Monsters in Film and Fiction Course Description: This course will explore the dynamics of cultural hauntings through examining monster manifestations in literature and film. Course themes will include the dual nature of good versus evil, the victim/izer, isolation, advancing technologies, enlightenment, and the distribution of power. A key question explored in the course will be: what do we fear, and why? Exploring the supernatural as natural will allow us to view the monster as a representation of a culture and their terrors, and how their fears conform or diverge from today's horrors. We will study how monsters have evolved through the ages in order to better understand our own "monsters." Course texts include Frankenstein, Dracula, and films such as Pan's Labyrinth and Interview with a Vampire. Haunted America: Literature of the Supernatural Course Description: Stories of monsters, ghosts, and all things supernatural have appeared in popular literature for centuries, from Dracula to Hamlet. Over the past few decades, though, American literature has seen a resurrection of the supernatural narrative. This course will ponder reasons why this mysterious trend has resurged. We will investigate monsters and ghosts through their figurative or symbolic function(s). We will explore the role of ghosts, monsters, and hauntings in America, and how they challenge, reveal, and remake narratives of the nation. Studying what haunts America will lead us to the heart of the nation's discourse about ethnic identity, as well as America's violent past. Course texts will include Morrison's *Beloved*, Groff's *Monsters of Templeton*, Silko's *Ceremony*, and others. In addition to the course readings, we will be watching a few feature films on monsters and ghosts as we discuss monsters of other regions, countries, and times. Fiction Workshop Course Description: The fiction writing workshop is designed to give students an intensive study and practice in the art of fiction. The course will primarily focus on the production, reading, and constructive critique of student fiction. Students will practice their use of craft elements and refine their implementation of story structure by writing, reading, and exploring the fundamentals of craft through stimulating exercises and course readings. Much of our time together will be spent in various types of workshop formats (smaller and larger groups) where the class conveys responses and suggestions to student work in a respectful and honest manner. My teaching style is based in creating an engaging and supportive atmosphere of collaboration where students are challenged to exceed expectations. I foster a student-centered classroom community to inspire both critical and creative thinking. I won the Alfred Bendixon Prize for Teaching Excellence at Binghamton University, as I truly enjoy teaching and overseeing student-growth. I believe that effective, process-oriented instruction which challenges students to be more than passive classroom observers empowers them to fully participate in and take responsibility for their own learning. As a scholar of multicultural literature and ethnic studies, I make it my goal to frame my curricula with issues of social justice relating to race, religion, gender, sexuality, class, and ableness, among other various topics. I continuously work to nurture classroom communities where neutrality and normativity are questioned and power and marginalization become part of our lens as scholars. I create equitable conditions by drawing on and accentuating the diverse cultural knowledge of the student body. In addition, I routinely incorporate multi-modal technologies in the classroom such as film clips, documentaries, advertisements, and YouTube videos to enhance student-understanding of current debates. My writing assignments in my literature courses typically merge the personal and in-depth research. For example, in *Monsters in Film and Fiction*, I ask students to write a Personal Reflection Paper that requires them to reflect upon how they see themselves intersecting with "Monster Culture" and cultural/communal fear. Ostensibly, the essay should be about personal exploration—what they learned about themselves/their community/homeland/etc. through the process of learning about some aspect of "Monster Culture" through applicable scholarly research. Examples of past student papers written on this assignment have been: about how Muslims have been deemed monstrous after 9/11, about disease as monstrous—telling a story of how monster bacteria made a student sick throughout his childhood, and about a daughter of a funeral director as she grew up with dead people in her basement. My innovative assignments inspire curiosity in mastering research skills through addressing personal topics that the students are passionate about. In conjunction to my assorted teaching experience, I have a strong professional commitment to service in the academic community. While working at the Advanced Studies Program, I organized Film Screening Events, gave weekly talks on "Being a Nerd and Staying Cool," advised dances, and administered regular Writing Workshops. At the Arkansas Governor's School, I would happily help with activities such as Basketball, Soccer, Talent Shows, Open Mic Nights, Poetry Slams, Book Clubs, trips to the Elephant Sanctuary, Tips for Succeeding in College, and Creative Writing-focused events, such as Crash Courses in Publishing and One-Time Creative Writing Workshops in Fiction, Creative Non-Fiction, and Screenwriting. In addition, I would love to share my research on Comfort Women with the AGS community. Over the past 7 years, I have carried out research and writing on Comfort Women—governmentalized sexual slaves during World War II by the Japanese government. I have completed a novel manuscript on the topic and would enjoy reading from the manuscript. The book narrates the story of a Japanese comfort woman named Kana, who immigrates to the United States as a war bride. To carry out my research, I was granted both the Marion Clayton Link Fellowship in Creative Writing and the Rosa Colecchio Travel Award for Dissertation Research, which enabled me to carry out research in Japan in October 2013 as well

as in China in 2013 and 2014. Due to my commitment to teaching, service, and attention to student mentorship throughout the learning process, I would be a strong member of the Arkansas Governor's School community. I will gladly provide any additional supporting materials upon request, and I would welcome the chance to discuss my qualifications further. Please feel free to contact me by phone at (315) 525-7570 or by email at trishacowen@gmail.com. Thank you for your consideration. Sincerely, Trisha M. Cowen, Ph.D University of Central Arkansas Visiting Assistant Professor trishacowen@gmail.com (315) 525- 7570

Round The Clock Ideas

I would happily help with activities such as Basketball, Soccer, Talent Shows, Open Mic Nights, Poetry Slams, Book Club, trips to the Elephant Sanctuary, Tips for Succeeding in College, and Creative Writing-focused events, such as Crash Courses in Publishing and One-Time Creative Writing Workshops in Fiction, Creative Non-Fiction, and Screenwriting. In addition, I would love to share my research on Comfort Women with the AGS community. Over the past 7 years, I have carried out research and writing on Comfort Women, governmentalized sexual slavery during World War II by the Japanese government. I have completed a novel manuscript on the topic and would enjoy reading from the manuscript. The book narrates the story of a Japanese comfort woman named Kana, who immigrates to the United States as a war bride. To carry out my research, I was granted both the Marion Clayton Link Fellowship in Creative Writing and the Rosa Colecchio Travel Award for Dissertation Research, which enabled me to carry out research in Japan in October 2013 as well as in China in 2013 and 2014.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Trisha M. Cowen

1/15/2018

Mr. Jerry Cox

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Social Science

Personal and Social Development (Area III)

Little Rock

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Current Position

President

Family Council

Little Rock, Arkansas

References

Robert S. Shafer, Attorney, 501-376-2011, Friend

Dr. James Carr, Harding University, 501-279-4000

U.S. Representative Bruce Westerman, 202-225-1314

Teaching Years 11

HS Years 11

EdBackground 1983 University of Central Arkansas; MA; History (Degree Program Not Completed) 1974 Southern Arkansas University; BS; Education, Social Science, Library Science,

How did you hear about AGS?

colleague friend

Teaching Statement

I am seeking a position at AGS because I believe the next generation of gifted and talented high school students needs a well-rounded world-view. My extensive experience in the classroom, in politics, in public life, and through studying various world views qualifies me to share my knowledge and experience at AGS. My approach in the classroom has always been to help the student discover truth through the pursuit of facts. I am quite comfortable teaching social sciences. I have taught psychology, sociology, political science/government, history, journalism, and social studies. My classroom experience has always focused on aspirited discussion of political and economic theories as well as how these theories can be applied to solving social and political problems. I use the inquiry method of teaching. The pursuit of truth, regardless of where it leads, enables students to put aside personal bias and rely on facts to speak for themselves. This inquiry into facts leads to truth and truth leads to understanding. Students must understand that this pursuit of truth is a lifelong endeavor.

Round The Clock Ideas

1. A student forum on how world view impacts culture. 2. A student forum on how various world views are impacting society. 3. A student forum with invited guests who are experts on various world views.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Jerry Cox

12/27/2017

Ms. Mikayla Davis

dmikayla@hotmail.com

English/Language Arts  
Personal and Social Development (Area III)

[Redacted]

Conway AR 72034  
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[Redacted]

Current Position

Graduate Student Associate  
University of Central Arkansas  
Conway, AR

References

Sandy Longhorn, Assistant Professor,(501) 450-5108, coworker

Stephanie Vanderslice, Professor, (501) 450-3340, coworker

Joe Trimble, Visiting Lecturer, (501) 450-3352, coworker

Teaching Years 2

HS Years 0

EdBackground Currently pursuing an MFA in Creative writing (2015-current) at University of Central Arkansas AAS in General Business (2014-2015) at Spokane Falls Community College AAS in Information Processing (2013-2014) at Spokane Falls Community College AAS in Administrative Assistant (2011-2013) at Spokane Falls Community College BA in English with a concentration in creative writing (2009-2011) at Eastern Washington University AA in general studies (2007-2009) at Spokane Falls Community College

How did you hear about AGS?

colleague  
Sandy Longhorn recommended the program to me.

Teaching Statement

I am seeking a position at AGS because I believe that as an instructor there are few things I enjoy more than seeing students who are eager to learn new information, and I want to help contribute to that feeling for the students. AGS's ability to see the benefits of learning creatively, rather than through simple memorization is key to getting students to really think for themselves. I believe that helping students find creative solutions or allowing students to explore ideas through more hands-on methods means that they are able to build the foundations in their brains to create original thoughts. Our nation needs original thinkers, new ideas. To fulfill these goals, I would want to teach a class on Ekphrasis literature where I would have the students study both objects in the world around them and works of art in order to create poems and short stories based on what they see there. We would study the usage of diction, meter, plot development, and other writing crafts in their personal works, the works of their peers, and the works of published writers. Through this I hope to teach them not only how to create artistic works, but see the value of adding description, sound, and pacing to their academic writing as well.

Round The Clock Ideas

I would be open to hosting workshops for creative writing outside of classes, as well as open mics. I think taking the students to the wildlife reserve near UCA and having them create while there would be interesting for the students. I am also interested in helping host board game nights, leadership or team building exercises, and really anything that will help the social aspect of these students. Many students entering college or the workforce downplay the important of maintaining healthy relationships with others and finding a network of others that will support them. I am willing to assist or host with any activity that will help foster that.

Additional Comments

[Redacted]

Available Full Time?  I will be available to come to Conway.

Mikayla Sierra Davis

12/11/2017

Mr. Ryan Dunk

rddunk@syr.edu

Conceptual Development (Area II)

Social Science

Syracuse

NY

13210

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Current Position

Graduate Assistant

Syracuse University

Syracuse, NY

References

Jason Wiles, Assistant Professor, Syracuse University, 315-443-3193 (jwiles01@syr.edu), advisor and faculty mentor

John Tillotson, Assistant Professor, Syracuse University, 315-443-9137 (jwtillo@syr.edu), faculty mentor

Elijah Carter, Postdoctoral Associate, University of Georgia, 706-340-1407 (elijahc@uga.edu), former lab member

Teaching Years 9

HS Years 0

EdBackground 2015-Present, PhD (in progress), Syracuse University, Biology 2009-2013, MS, University of Wisconsin–Milwaukee, Biology 2005-2009, BS, University of Wisconsin–Parkside, Biology

How did you hear about AGS?

AGS website colleague

Teaching Statement

I am seeking a position at AGS to explore teaching a diverse group of interested and motivated students. I study the social and educational forces behind student beliefs and understandings, but have only had an opportunity to do so with college aged students. Furthermore, my understandings are limited by geographical constraints. I am hoping that teaching at AGS will give me an opportunity to explore different perspectives on my research, all while encouraging students to be critical and engaged thinkers. To do so, I would combine elements of my research and my field, which helps to explore how students come to decisions in the way that they do. I would seek to use examples from this research to challenge students on how they come to know what they know. Biases in thinking arise so often, and these unconscious roadblocks often challenge our decision-making faculties. I would also like to extend this into an understanding of reasoning from data. I conduct research in the social studies of science using both interview and survey-based research. I would hope to inform students on how these different approaches underlie information as it is created, and allow them to become more stastically literate and critical consumers of knowledge. In this regard, I would see my course as one that explores the above factors in guiding students to become critical thinkers. I would teach them about statistical and other informational ways of knowing. We would dissect news reports and graphs to understand the data behind them. All while exploring how cognitive biases contribute to what others report and what we accept. I additionally would be able to teach on a more traditional biology course if need be, but I think the interdisciplinary nature of my research and expertise would be better suited towards teaching a class that integrates science, statistics, and sociology towards an understanding of knowledge. I would primarily use discussion-based methods, alternating between small group and full class discussions. I would lead off with an introduction, and at times, such as when discussing statistics, may need to lecture more. I would also try to incorporate a variety of media such as short and long videos and examples from current news sources.

Round The Clock Ideas

I have a lot of interest in music culture, especially indie, alternative, and punk rock music genres. Looking over previous events, I see a few things that seem very similar to types of events I would like to host, such as zine making and introductions to alternative music artists and genres. I also have a deep cultural understanding of various social media platforms, notably YouTube and Twitter, and would be eager to have programs centered around them. Finally, I enjoy many various types of board games and would be happy to host an event with them, although I do not have a large library of games myself.

Additional Comments

Available Full Time?  I need a phone interview.



Dr. Hans Hacker

hhacker@astate.edu

Social Science

Conceptual Development (Area II)

Jonesboro

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870-972-2257

Current Position

Associate Professor

Arkansas State University

Jonesboro, AR

References

William Blake, Assistant Professor of Political Science, UMBC, (703) 795-1103, co-author, colleague, and former student

William McLean, Associate Professor, Arkansas State University, (870) 972-3048, Department Chair

LaQuita Saunders, Assistant Professor, Arkansas State University, (870) 897-1457, Co-Director of the PRe-Law Center

Teaching Years 22

HS Years 0

EdBackground Ph.D., Political Science, Ohio State University, 2000 M.A., Political Science, Ohio State University, 1994  
B.A., Music, University of North Texas, 1988

How did you hear about AGS?

colleague

Teaching Statement

I seek a position at AGS because of my experience (and, especially that of my daughter, Greta Hacker) during the 2016 AGS session. Over the six weeks she spent at AGS, Greta and I spoke often about classroom discussions and readings. We were undertaking our own exploration of Darwinian scientific thinking, in particular John Dewey's influence on American thought. The assigned readings and class discussions dovetailed with our work together, and I was able to share in the excitement of AGS's emphasis on intellectual inquiry. During one of our visits to campus, I spoke with a colleague about applying for a teaching position. I felt, even from a distance, refreshed by Greta's experience at AGS, the emphases on analytical thinking, inter-disciplinary and collaborative learning, and critical thinking. The critical part of AGS was particularly well-developed. AGS emphasizes "thinking about thinking"—thinking that reflectively evaluates the processes used to arrive at conclusions based on rational assessment of assumptions, inferences, and the implications of believing some "thing" for broader social policy questions. When driven by intellectual curiosity, this model of thinking provides great benefits. This is so primarily because it encourages empathy and community with others. My approach to teaching a course at AGS would fit the model of the "life well lived" as well as the examined life. It appears to me that AGS seeks to help participants shed dysfunctional and distorted thinking patterns in their personal lives (if I am correct, this appears to be the general goal of both Area II: General Conceptual Development and Area III: Personal and Social Development). My primary goal for teaching a course in Area I, then, would be to help participants shed distorted thinking patterns in their understanding of society, culture, and politics. Our thinking about society and social policy can be just as easily characterized by cognitive distortions and dysfunction as our thinking about ourselves and our own identities. So, I would draw heavily upon what the participants learn about thinking critically, avoiding fallacies, and engaging in honest, rational inquiry. As a professor, I use the classroom to encourage students to broaden the scope of their inquiry and challenge their own assumptions about the world. In a sense, the approach is therapeutic. I tend to think of the deliberation that occurs in my classroom as an effort to help students shed modes of distorted thinking through their own process and journey. I might provide the context in which the deliberation occurs. But, it is up to the student to do the heavy lifting of critical self-examination. I have generally employed a modified Socratic technique that (among other things) requires students to define and analyze assumptions that inform their worldview. The modification comes in the form of a discussion among relative equals, a "reasoning with others", rather than an inquisition. I employ a series of techniques that guide discussion—I get students to tell me what they know, and what they might need to know to arrive at a decision about something. I say back to students what I hear them saying to me and others. I require an application of knowledge in the form of hypotheticals. I argue for the flawed position and allow students to correct me while confirming their own knowledge. And, I require high standards for knowledge by asking for critiques of evidence where support for a position can be found, and where it is lacking. In particular, I pay close

attention to defining issues and scope while probing students for reasons and evidence for belief. I challenge students to seek out the implications and consequences for holding one belief over another, and the effect on social policy for making those choices. This pedagogical model fits a wide variety of academic disciplines. I believe, however, that it is particularly suited to the study of law and social policy. I propose an AGS course entitled “Law, Power, and . . .”: Critical legal theorists analyze law as the use of power to justify an existing unequal and often unjust distribution of benefits and burdens within a society. Taking my cue from them, I challenge students’ preconceptions of how law functions in a constitutional democratic republic by introducing them to mainstream theories of justice and not so often explored critiques of law and justice offered by legal realists and critical legal theorists who function in a wide variety of disciplines (e.g., legal anthropology, law and literature, law and racial politics, etc.) The possible course emphases are numerous. Below, I identify a few from which to choose.

- Core Elements: These elements will be present in any variation of the course I teach. My course would begin with a consideration of theories of justice including grand theories of law, legal realist revisions (e.g., selections from Holmes *The Path of the Law*), and conclude with Rawls’ Theory of Justice and the Veil of Ignorance. I conduct a Rawlsian experiment in class using a Veil of Ignorance simulation appropriately geared to high school level participants. The second core element falls at the conclusion of the course – a moot court simulation of oral argument before the Supreme Court of the United States. The case problem will relate to the emphasis selected below, include a small sub-set of cases students can draw on as precedent (e.g., only five), and address a social justice issue related to something like the legal status of homosexuals (never addressed as a due process issue by the Court), or another matter that links jurisprudence with social justice.

Substantive Course Emphases: Each course would include no more than one or two of the following subject area emphases:

Law, Power, and Justice: I emphasize the tools available to judges to balance competing interests in society and achieve what appears to be a just resolution. I might illustrate this jurisprudentially by reading selections from Karl Lewellyn’s *The Bramble Bush*, and then illustrating the balancing of interests with a case like *Riggs v. Palmer* (a case about what to do when a person murders his grandfather so he can inherit under the grandfather’s will), or *Palsgraff v. Long Island Railroad* (a case about when to assign blame for harm that may or may not be foreseeable). Then, I might challenge these notions of legally balancing interests by assigning Maureen Flannery’s *Simple Living and Hard Choices* (a reading about ethical issues, poverty, and law). Or, perhaps I might assign *Queen v. Dudley* (an often used case about when judges should use discretion). All these readings are simple, relatively straight forward, provoke discussion, and do not over-burden the participant while challenging their thinking about the function of law.

Law, Power, and Crime: I begin this section by reading a series of short cases on common law definitions of crime, and elements of crime prosecutors must prove to gain a conviction. I then move to short readings like Gruttman and Thomas, *The Big Casino*, or Blumberg’s *Law as a Confidence Game*. These readings challenge the notion that the justice system is unbiased, and identify elements that contribute to inequities. I explore whether law is capable of addressing inequities, or whether other social institutions show greater potential. I end with some short selections from Galanter’s *Why the Haves Come Out Ahead*, and other readings addressing inequities in the imposition of order, access to resources, and access to the courts.

Law, Power, and Race: This section would piggy-back with the previous section on Law, Power, and Crime. Adding to the mix, I would inject selections on colonial era legal codes that establish the legal status of slaves, move to a discussion of the 13th Amendment abolition of slavery, and conclude with selections from *The New Jim Crow*. I would also weave in multi-media presentations/films/videos that relate to the imposition of order through the use of power by law enforcement on minority communities.

Law, Power, and Gender: Beginning with the development of the legal status of women through *The North Carolina Wife-Beating Cases*, I would continue to explore the legal status of women in legislative history and social movement theory. This subject area may be particularly timely given recent events, the emergence of the “Me, too” movement addressing sexual harassment and assault, and the renewed emphasis on gender equality.

Law, Power, Science, and Social Status: A module on social status would explore the tension and contradictions between the pre-Darwinian concepts of law (law’s inherently conservative function, its tendency to reproduce and reinforce a pre-existing social hierarchy), and modern conceptions of law (how science has affected law in shifting its emphasis to considering how people function within their environment). Here, I emphasize developments in our concept of public good and the weighing of individual rights against the power of government to create order. In fact, we can trace much of the modern emphasis on individual civil rights, rather than maintenance of social order, to the shift in scientific inquiry from the natural science model of a pre-existing natural order to the study of organisms’ responses within their environment.

#### Round The Clock Ideas

4:10/6:10 Activities: - How to Argue before the Supreme Court: A primer on legal argument before appellate courts. - Constitutional Jeopardy: A fun Jeopardy style game testing knowledge of the U.s. Constitution, complete with prizes. - How to Write Like a Lawyer: A primer on legal writing that emphasizes clarity, simplicity, and legal argumentative form. - Popular Constitutionalism and All that Jazz: Examples of citizens exerting influence over the course of social events by engaging in what some constitutional scholars wrongly assert they simply lack the ability for - constitutional interpretation. Other Activities: - Assist by chaperoning any event where there is a need, for example moderating a movie night for a movie that raises a legal issue, or accompanying students to an event of campus. I am very willing to help where there is a need.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Hans Hacker

1/3/2018

Ms. Tatiana Hicks

tatitit10@gmail.com

Personal and Social Development (Area III)

English/Language Arts



Little Rock

Cell Phone

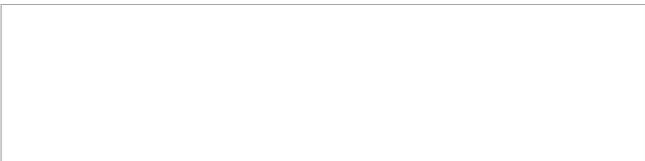


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Current Position

English Teacher

Mabelvale Middle School

Little Rock, AR

References

John White Teacher Horace Mann 5017668193

Anna Ragan Special Education Teacher 228-304-1026

Anna Lee Sepanski cohort 262-880-8191

Teaching Years 2

HS Years 1

EdBackground I went through the Arkansas Teacher Corp program and taught 10th grade English for a six weeks intensive training at El Dorado high. I was then placed in a low income title 1 school in Pine Bluff where I taught 10th grade English for 1 year. I currently teach at Mabelvale Middle 6th grade English and ESL to my students. I have a Bachelor's Degree in Health Sciences and will have my Master's in Business in December.

How did you hear about AGS?

Department of E

Teaching Statement

I would like to teach personal growth or English because I am more familiar and have taken classes as well as have experience in those two areas.

Round The Clock Ideas

I use Kahoot for my students who like to use technology to normally test their knowledge and see what type of level they are on. I have also done things such as graphic organizers when we are going over materials so that they can take notes as we go along and later use them as resources as needed. I have used games such as noun sense and other types of interactive games to get the participation for the entire class. I use visual for my Spanish speaking students as well as model the lesson so that I make sure they understand the lesson.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Tatiana N Hicks

11/12/2017

Mrs. Joy Higdon

joyburnshigdon@gmail.com

Personal and Social Development (Area III)

Conceptual Development (Area II)

[Redacted]

Magnolia

AR

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Current Position

Counselor/504 Coordinator

Lafayette County School District

Lewisville, Arkansas

References

Dr. Janet Holzhauser, former principal at Lafayette County Elementary 575 Heber Springs Rd. Batesville, AR 72501 (318) 439-4991 drgranny56@gmail.com

Eric Armour, former superintendent at Mt. Holly Schools (870)312-1221 1811 Lauri Ave. El Dorado., AR 71730 ericarmour@hotmail.com

Christi Zumwalt, former Human Resources at UACCH P.O. Box 866 Lewisville, AR 71845 (501) 609-0201 christizumwalt@gmail.com

Teaching Years 22

HS Years 20

EdBackground Ed. D. in Education Leadership Texas A & M Anticipated graduation May, 2019 M. Ed. in Counseling Southern Arkansas University August, 2000 B. S. in Communications:Radio/TV News with Broadcast Performance Emphasis Arkansas State University May, 1991

How did you hear about AGS?

colleague

Email from Arkansas Department of Education

Teaching Statement

I am a lifelong learner. I play a number of roles. For example, I'm a mother of both a gifted and special needs child, a wife, an educator, a student, and a christian. I truly do not need one more item on my plate of responsibility. However, I was immediately drawn to the opportunity to teach students selected for Arkansas Governor School. I attended a similar program between my junior and senior year of high school and it was one of the experiences which deeply impacted who I am today, how I handle adversity, and my perspective of the world. I want to impact Arkansas Governor's School Scholars in the same manner. As an instructor of Personal and Social Development, I would address individuals' responsibility to themselves, their local community, region, state, and world. To fulfill the goals of Arkansas Governor's School, I will approach the course from a multi-faceted perspective incorporating technology and independent research into each lesson. Students appreciate the opportunity to have guidelines to follow, but the autonomy to create their own unique product demonstrating knowledge they acquired. I provide students the basic information needed to lay the foundation for their learning. Then students conduct independent research, invest time in the creation of their product, and present their culminating product. I provide leadership/facilitation and serve as a resource and sounding board for their ideas.

Round The Clock Ideas

Hosting or planning a theater experience in Conway or nearby Little Rock, as well as mixers, scavenger hunts, and faculty and staff variety show are items with which I am experienced and comfortable. Of course this is not an extensive list. I will also gladly participate and promote activities among my students, which is a necessary component for the activities and programs to succeed.

Additional Comments

[Redacted]

Available Full Time?  I will be available to come to Conway.

Joy Beth Burns Higdon

12/5/2017

Dr. Stephen James

sr\_james@hotmail.com

Instrumental Music (Brass)  
Instrumental Music (Conductor)

Conway

AR 72034

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2695991098

Current Position

Trumpet Instructor

Hendrix College

Conway, AR

References

John Krebs. Department Chair, Music - Hendrix College, supervisor; 501-908-5980

Paige Rose. Department Chair, Music - University of Central Arkansas, supervisor; 501-908-4406

Ricky Brooks, Director of Bands - University of Central Arkansas, colleague; 501-733-9059

Teaching Years 15

HS Years 15

EdBackground Expected Fall 2018: Bachelor of Music Education, University of Central Arkansas, Music Education 2013: Doctor of Musical Arts, Michigan State University, Trumpet Performance 2004: Master of Music, Western Michigan University, Trumpet Performance 2002: Bachelor of Arts, Virginia Tech, Trumpet Performance

How did you hear about AGS?

colleague

Teaching Statement

I am seeking a position at the Arkansas Governor's School to inspire and encourage the minds of those young people who will lead us forward. I want to help students build their understanding of how to think and contribute their gifts to society. Working in an environment where students are encouraged to examine their own thinking along with the differing views of others, I want to help the students develop a broader perspective of the world. One of my goals as a teacher is to help students along this path to understanding, and I would love the opportunity to work with the best and brightest students of Arkansas in this endeavor. The way I teach aligns with the goals of the AGS. Three of the AGS' primary goals with which I resonate are (1) developing knowledge and skills in the student's chosen discipline, (2) understanding the perspectives of others, and (3) creating engaged learning environments. Regarding the first goal, I like to teach students the power of musical listening: to recordings of professional musicians who model top-level playing, to other members of their ensemble, and to themselves in the context of how they contribute to a musical performance. In order to achieve the second goal, understanding the perspectives of others, I encourage students to take note of others' perspectives but also to find their own personal answers through contemplation and observation of their own reactions. Finally, music is a natural environment for engaged learning. When musicians rehearse together in an ensemble, they must all play their instruments and contribute to the good of the group as a whole. In fact, the ensemble is just a kind of team where all members are working toward a shared goal. Helping the students to contextualize this aspect of their music making will help them carry this skill of teamwork into the rest of their lives. If I were to be selected to serve as the Brass Instructor in Instrumental Music at AGS, my course would include three primary areas of study: fundamental and extended techniques for brass instruments, guided listening as a way to broaden musical horizons, and the study of historical and theoretical context to enhance performance. Helping students to build fundamental skills on their instruments is crucial to their success as brass players. In my experience, many high school students, including the most talented, do not have a daily routine of fundamental playing exercises. I would start by ensuring all of the brass players have a routine they can use for warming up and improving basic skills on their instruments. In addition, to meet the demands of the music being performed from the 20th and 21st centuries, I would teach extended techniques so the brass players can face the unique challenges of this music. The second area of study, guided listening, would provide an opportunity to listen and discuss music with the students so that they may deepen their understanding of this art form. A primary focus would be the examination of the composer-performer-audience triangle that exists with every piece of written music. The final area, historical and theoretical context, is crucial to developing a deeper knowledge of the music being studied in private lessons or ensembles. Knowing the background of a composer and his/her place in the overall development of music theory and composition can

have dramatic implications in the way the music should be performed. In order to achieve the goals of my course, I would utilize a variety of student-centered learning techniques. First, for the development of fundamental and extended technical skills, I would help the students develop daily routines and then guide them in making connections between the routines and their music. This will help reinforce the idea that practicing basic and extended techniques as part of a daily routine is the best way to be prepared for whatever music you might be asked to play. For guided listening, I would use a general structure of a brief lecture to set up a listening example, listening to all or a portion of the recording with the students, and leading a discussion to delve into the key features of the recording. Finally, for the examination of historical and theoretical context, I would introduce new material in a lecture format and then guide the students in discussions to help them make connections with other music history and theory knowledge they already possess.

Round The Clock Ideas

Here are three examples of activities I would be interested in planning and hosting: 1. I could offer a lecture/discussion on the proper care and maintenance of brass instruments. This would help students know how to take good care of their instruments so they are always in good playing shape. 2. I could offer a lecture/discussion about film and video game music. Music in these contexts has immense power, and there is a wealth of great examples I could share with the students. 3. I could host a book club meeting where the students would all read part of a book and come together to discuss some of the most important points.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Stephen James

1/8/2018

Mrs. Kathleen Manus

English/Language Arts  
No Second Choice

kmanus@es.k12.ar.us

[Redacted]

Eureka Springs

AR

72632

Cell Phone

Home Phone

Business Phone

[Redacted]

[Empty box]

Current Position

ELA Teacher

Eureka Springs High School

Eureka Springs

References

Jake Allen, GT Coordinator, (479) 790-6760, AP coordinator

David Gilmore, Principal, (479) 253-8875, Principal

Rachal Hyatt, Counselor, (479) 253-8875, Cou

Teaching Years 14

HS Years 14

EdBackground 2017, AP Certification, APSI University of Arkansas, English Language and Composition 2007, MA, University of Memphis, Curriculum and Instruction 2004, MA, University of Memphis, Literature 1996, BA, University of Memphis, English

How did you hear about AGS?

Department of E

Teaching Statement

Language and literature are a vital part of life and a significant means of communication. I would use my opportunity at AGS to expand literature to the world outside of the classroom by pairing literature and non-fiction with music, art, history, and science. I would have my students write and present global perspectives which consist of students researching an article, interview, or news story, writing a precis, then write and present a personal reflection that contains a carefully articulated argument which demonstrates an attempt to understand more than one bias. The student would be encouraged to question, allude to other texts, explain problems, and propose solutions. A class discussion would evolve from these presentations. I would also use Socratic seminars where students create their own questions and democratic rules.

Round The Clock Ideas

I conducted scavenger hunts for my cross country team and would enjoy organizing one based on clues written by the students in class. I would also enjoy planning and hosting a poetry slam and open mic night. It might also be fun to put together a literary magazine featuring the work of the students (poetry paired with pictures of visual art created by students). Being an past personal trainer, avid runner, and cross country coach, I would enjoy hosting a 1 mile/5k fun run or exercise classes.

Additional Comments

[Empty box]

Available Full Time?  I will be available to come to Conway.

Kathleen Manus

12/19/2017

Mr. Dennis Mills

DennisMills72032@gmail.com

Conceptual Development (Area II)  
Personal and Social Development (Area III)

Conway

AR 72032

Cell Phone

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Business Phone

Current Position

Substitute Teacher

Kelly Educational Services

Little Rock, AR

References

Patrick Quattlebaum, High school science teacher, 870-270-0148, former co-worker and mentor

Raine Farris, Junior High school social studies teacher, 870-270-1511, former co-worker

John Clifft, Middle school science teacher, 501-428-6596, former co-worker

Teaching Years 2

HS Years 2

EdBackground 2013-2014, Master's of Science, Liberty University, Accounting 2011-2012, Bachelor's of Science, Liberty University, Accounting 1990-1994, Bachelor's of Arts, University of Maryland University College Asia, Business and Management

How did you hear about AGS?

AGS website friend

Teaching Statement

Some students have a special thirst for knowledge. Often, these students find themselves ready to zoom ahead of the planned lesson. However, their thirst often goes unquenched. Although teachers are glad to see such high levels of self-motivation, they often aren't adequately prepared to keep up with the student's accelerated pace while also serving the students who are at average pace or who are struggling. At a program such as AGS, attendance is voluntary, so the only students who choose to come are those who are eager to thrive. When an accelerated pace is the norm among a group of students, their teacher can make plans accordingly. Without the pressure or grades or tests (and the paperwork burden on teachers that these tools require), teachers are more free to move from "this is what to do" to "this is how it works". Also, students who understand can take the initiative to explain the concept to their peers who aren't quite there yet. My preferred approach to teaching math makes strong use of Internet tools such as Khan Academy. I believe that many high school students, even gifted students, have gaps in their math knowledge. The only way to find these gaps is to give the students exercises that cover all the math concepts that should have been learned in previous years. As students rapidly proceed through many simple exercises, along the way they'll find a topic they hadn't seen before, or haven't used in a long time. That topic is a "gap", and finding the gap is the first step toward getting the gap filled. Once all the gaps from earlier years are filled, students will have a very strong foundation of math skills upon which to continue building. But when gaps remain unfilled, the foundation is weaker and might crumble under the weight of more complex math topics that are yet to come. My method of teaching would be less like a "sage upon a stage", and more like a "guide alongside". With the Internet software meeting the needs of most students at any particular moment, my capabilities are freed up, which allows me to focus my effort toward one student who is stuck at that moment. It is commonly understood that this kind of one-on-one attention is incredibly beneficial for students, much more than a one-to-many lecture format. This model allows me to give one-on-one attention to one student who needs it, then to another, then to another, while all the other students are continuing to make progress at their own level and at their own pace.

Round The Clock Ideas

Here's a tentative outline of how I would use three hours a day in the evening, five days a week, for six weeks. On Mondays, I would use strategy board games to help students develop social and deductive skills. The board game industry has come a long way since the days of Candy Land, Monopoly, and Clue. However, a lot of Americans are unaware of this trend. The first week, I'd referee cooperative board games, such as Forbidden Island and Pandemic. The second week, I'd introduce the students to board games that involve negotiation, such as Catan or I'm The Boss. Other weeks would include economic board games, historical WWII simulation games, and other subtypes to be determined. On Tuesdays, I would

host viewings of selected episodes of business-based reality TV shows, such as The Profit or Undercover Boss. Instead of just watching the shows, I'd pause at commercial breaks to ask the student thought-provoking questions about what they've just seen and what might happen next. For example, the Bhodi Leaf episode of The Profit highlights the difference between cash and assets, the formal vs informal organization of a company, and the importance of fiduciary responsibility. Also, the Nestle Café episode of Undercover Boss shows the importance of work life balance, and confronts viewers with the ethics of covert and overt surveillance at work. On Wednesdays, I would have the owner or manager of a local restaurant bring a catered meal to the students. The owners and managers will share their work experiences, including how they got started in their careers and how they rose to the positions they enjoy now. I would follow up with a question-and-answer session, with some questions written by me in advance in case the students don't ask enough questions of their own. On Thursdays, I would share important tips about how to maximize the college experience while keeping costs under control. This includes steps students need to be taking now, including which standardized tests to take, how to select a college, and how to get college credit before graduating high school. It would also include understanding how student loans work, how consumer credit works, how and why to work part-time while in college, how to identify and trim unnecessary living expenses, and how to budget and invest for long-term financial health. On Fridays, I would teach math concepts. One week would be an introduction to trigonometry, including basic ratios, unit triangles and the unit circle, radians vs degrees, graphing trigonometric waves, and using trigonometric identities. Another week would be an introduction to statistics, including types of numbers, samples vs census, different kinds of averages, box-and-whisker plots, skewed vs normal distributions, standard deviation, and sample reliability. Another week would include math facts that students should memorize, including multiplication tables up to 15, divisibility rules for 2 through 11, prime numbers from 2 to 101, converting fractions to decimals for denominators up to 12, perfect squares up to 16 squared, exact or approximate square roots up to square root of 16, powers of 2 up to 2-to-the-12th power, powers of 3 up to 3-to-the-5th power, powers of 5 up to 5-to-the-4th power, and powers of 7 up to 7-to-the-3rd power. All this, of course, can be revised or completely replaced, depending on what you determine to be most beneficial for AGS.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Dennis Mills

1/3/2018

Mr. Andrew Nolley

drew.nolley@gmail.com

English/Language Arts  
Personal and Social Development (Area III)

Johnson City

TN

37604

Cell Phone

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Current Position

Response to Intervention Reading Tutor

Johnson City Schools -- Liberty Bell Middle School

Johnson City, TN

References

Wesley Beal, Associate Professor of English at Lyon College; 870-307-7174

Tammy Pearce, Liberty Bell Middle School Principal; 423-232-2192

Sarah Taylor, Response to Intervention Supervisor at Liberty Bell Middle School; 423-646-3222

Teaching Years 3

HS Years 1

EdBackground Lyon College, Batesville, AR Aug. 2010-May 2014 Bachelor of Arts Major: English Minor: Psychology  
Benton High School, Benton, AR Aug 2007-May 2010 High School Diploma

How did you hear about AGS?

AGS website Facebook or sim

Teaching Statement

In 2009, I attended AGS on the recommendation of my AP Literature teacher. I was very skeptical about going, seeing as how I had never been away from home for such an extended period of time. Now, however, hardly a day goes by that I do not think about my time at AGS, a time that turned out to be the single most life-changing experience I have ever had. Every year I have dreamed of working at AGS as a faculty member, able to share my knowledge of the English language with the bright young minds that cross the Hendrix College campus, and in turn gain so much more knowledge from those same students by listening to them discuss and share their own opinions with me and their fellow classmates. If I were to be offered a faculty position teaching English, I would love to teach a course on 20th Century American Literature, focusing on Southern and African American subgenres. As a major part of this course, I would encourage engaging discussion on how the way the topics discussed in these subgenres of American Lit can be so palpably applied to the world we live in today. On a slightly different note, if I am selected as an Area III instructor, I would be enthralled to teach the students about themselves and others. With a minor in Psychology, I am extremely interested in how people live their lives in the same world as people who are so entirely different from them, and how any predispositions people may have affect the way they interact in their day-to-day lives. As an Area III instructor, it would be my goal for the students to figure out who they truly are by having them talk, discuss, and listen to others who are so unlike themselves. In seeking a faculty position at the 2018 AGS session, I hope to pick right back up where I left off in 2009, continuing to learn about things I am passionate about, even as the teacher.

Round The Clock Ideas

One of my favorite things about AGS were the 4:10 and 6:10 seminars on the most incredible topics. I would be very open to planning and/or hosting one of those. I would be more than willing to host field trips, plan any activities, or even be an ambassador to any special guests.

Additional Comments

Available Full Time?  I need a phone interview.

Andrew M Nolley

11/6/2017

Mrs. Rachel Poor

poor.rachel@waldrond.org

English/Language Arts  
No Second Choice

Booneville

AR 72927

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4796374549

Current Position

Language Arts Teacher

Waldron Public Schools

Waldron, AR

References

Chris Lipham, Principal, 479-207-1481, current supervisor

Cindy Franklin, Literacy Coach, 479-637-6350, department head

Tammy Chronister, Teacher, 479-637-6761, colleague

Teaching Years 11

HS Years 0

EdBackground 2011, MA, Arkansas Tech University, TESOL (Teaching English to Speakers of Other Languages) 2008, MEd, Arkansas Tech University, English Education 2006, BA, Arkansas Tech University, English Education

How did you hear about AGS?

Department of E

Teaching Statement

I am seeking a position with AGS for the sheer joy of teaching. I love having new teaching experiences that I can bring back to my full-time position. I love challenging myself and my students to always try something new. I would want this position for the experience it would give me, the knowledge I would gain, and the connections I would make with other highly skilled and qualified and creative teachers. My personal approach to fulfilling the goals of AGS would be extremely hands-on and would revolve around higher order thinking and project-based learning as well as student-led classes. I prefer to run my current classes with as little lecture as possible. I do brief mini-lessons and then let the students begin work. I function more as a moderator than an instructor, letting students self-guide their education. The course I would teach would be English Language Arts. I would select pieces of literature from the Western Canon of Literature, of course, but would also use more modern pieces of writing that students are familiar with already in order to create comparisons and look for common themes. My class would be loud. There would be debates over hot-button issues and games to learn important concepts. My class would be student-led and student-driven. The first thing I would do is ask students what they feel they need to know, and then I would start filling in gaps and building on the knowledge they already have. My course will draw on all other areas of learning, such as music, art, math, science, and history. I use several methods for teaching. I often write a question on the board for my Pre-AP class and do not say a word, allowing students to begin researching the answer and taking the question in any direction they see fit, and explaining it in the best way they see fit. I enjoy doing group work as well as whole-class discussions. I show very few videos, but occasionally I will have a short clip for students to view in order to cement an idea or better explain something that is visual. I have used musical instruments in my classroom before to teach concepts (play a note when we read a simile...). I don't sit still in my classroom. My methods are based on teaching students strategies that they can use across all of their classes and that will be useful no matter what they do after my class.

Round The Clock Ideas

Some of the events I would like to host would be a Poetry Slam competition, hopefully at a local coffee shop. I would also be very interested in hosting a Family Board Game Night where students and their families could come play high-strategy and high-communication board games. I have several of these already since I have a Board Game Club at my local school. I would expect my students to be able to do a Reader's Theater and perform their production one night, and I would hope to plan that with the drama department. I would even be interested in hosting a debate about a community issue that students could research and propose solutions. I would like to partner with some local charities and do events for them such as a 5K or other event. Finally, being in the area of Conway, I would reach out to Heifer International and have students stay at the village so that they may better understand the situation that much of the world is in, and again that could tie to the debate (issue of hunger and poverty), that could spark several projects and discussions, and that might even

become an over-arching theme for the entire summer.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Rachel Poor

11/9/2017

Dr. Gretchen Renshaw James

renshaw@hendrix.edu

Instrumental Music (Conductor)

Instrumental Music (Brass)

Conway

AR 72034

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501-450-1422

Current Position

Assistant Professor of Music: Director of Bands and Applied Low Brass

Hendrix College

Conway, AR

References

Dr. John Krebs; Prof. of Music, Hendrix College; (501) 450-1245; Chair of Music Dept.

Dr. Gail Robertson; Asst. Prof of Music: Tuba/Euphonium, UCA; 407-970-2211; colleague and collaborating artist over the past 6 years

Dr. Ricky Brooks; Prof. of Music: Director of Bands, UCA; 501-733-9059; colleague and collaborating artist over the past 3 years

Teaching Years 8

HS Years 8

EdBackground 2015: Doctor of Musical Arts (D.M.A.), Michigan State University, Tuba Performance 2015: Master of Music (M.M.), Michigan State University, Wind and Orchestral Conducting 2012: Master of Music (M.M.), University of Arkansas, Euphonium Performance 2010: Bachelor of Music (B.M.), Pennsylvania State University, Euphonium Performance

How did you hear about AGS?

school

Teaching Statement

Throughout my adult life, I have been driven to find my purpose through endeavors that are fulfilling for me as an artist and educator. I am always looking for opportunities to better myself and my community as a whole, and I believe that the Arkansas Governor's School would be a perfect fit for me to achieve both of these goals. As a professor at Hendrix College, a liberal arts institution, I already work in an environment in which the kind of big-picture, interdisciplinary thinking that is important at the AGS influences all of my work. By teaching at AGS, I would have the opportunity to expand on the kind of engaged learning experiences I already provide to my students at Hendrix and bring those experiences to the brightest high school students in Arkansas. I truly value the benefits of developing my Hendrix students into well-rounded and engaged citizens, and I would love to have the opportunity to work on these things with high school students as well. I believe that by doing so, I can be part of the larger mission of AGS to develop talented students from Arkansas so that they can, in turn, make their communities better. Fulfilling the goals of AGS will be a natural fit for me because they are very similar to the ones which I strive to achieve at Hendrix College. Some of the primary goals of AGS, as I understand them from the Overview, include the following: (1) deepening understanding of the chosen discipline, (2) making connections across disciplines, and (3) developing civic responsibility. Regarding the first goal, I will guide students in preparing for performances by leading them through the interconnected web of musical skills as determined by the needs of the music to be performed: fundamental and extended instrumental techniques, written and aural music theory concepts, and historical background to contextualize the music and where it fits in the broader scope of musical development. The second goal, making connections across disciplines, will come naturally from discussions about the historical context of a piece of music, which will necessarily include the understanding of major historical events and specific artistic movements over time. There will also be opportunities to explore music's connections to math and science in discussions about intonation, sound waves, and rhythm. Finally, to help students achieve the third goal, developing civic responsibility, I can guide the students to see their performing ensemble as a small-scale democratic community: I, as the conductor, am the leader of the group, but it takes a community of informed and engaged musicians to contribute their knowledge and skills to help the community reach its goal of musical performances backed with great understanding. If I were to be selected for the role of Conductor in the Instrumental Music discipline, the course I would teach would have the rehearsing and performing of orchestral music at its center. More specifically, I would choose a variety of music from the 20th and 21st centuries as the launching

point for a broader study of the theory, history, and performance skills required of each piece of music. I would endeavor to find music that, from a technical perspective, is accessible to the students because I strongly believe that their ability to perform the music at a high level is a crucial part of their overall understanding of the three-part journey that underlies every piece of music ever written: the composer writes the music, the performer interprets and performs the music, and the audience understands and interprets the performance. Along the way, the students will learn about the various theoretical and compositional techniques employed in music of the 20th and 21st centuries, along with gaining an understanding of the composers who developed these new techniques and the external historical events that influenced their work. A portion of the course may also be devoted to guided listening and discussion so that students may experience music that shares connections with or expands upon what we are performing. The methods of teaching I would employ would focus on developing the wide variety of skills necessary for high-level musicianship. I will introduce theoretical concepts and help the students connect them with the music we are performing. Guided listening will be a helpful tool in this endeavor so that students can immediately connect the theory to what it sounds like in practice. The historical component will utilize some lecture in addition to broader discussions about how the music contributes to the larger historical arc of musical development. Finally, the centerpiece of the course – rehearsing and performing – will feature a variety of rehearsal techniques that guide the students in learning to help themselves improve. For example, by recording a short portion of the rehearsal and instantly playing it back, the students will be able to analyze their performance and collaboratively offer suggestions for how they can improve. I will be there to guide the students in how to fix the various performance issues they might hear, including intonation, rhythm, sound color, and balance. But utilizing this technique will ultimately put the students in charge of their improvement, a skill they will carry with them to every future musical opportunity.

Round The Clock Ideas

Here are three examples of activities I would be interested in planning and hosting: 1. Film screening of *Brassed Off*: Set in the 1980s, the movie *Brassed Off* tells the story of a coal mine in northern England that is facing closure as part of the government's efforts to transition to nuclear power. The film explores the mine closure's devastating impacts on the town itself and its resident brass band. After watching the film, I would lead a discussion exploring the societal impacts of closing mines and the power of music to hold people together in difficult times. 2. "The Intersection of Music and Politics" Discussion/Lecture: Music has many fascinating connections to political events. This lecture/discussion would explore the various intersections of music and politics, including music as protest, the co-opting of music for political purposes, and music as a reaction to major events. 3. Cooking or baking class: I would offer a cooking or baking class to help students develop basic kitchen skills.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Gretchen Renshaw James

1/8/2018

Ms. Acadia Roher

acadia.roher@gmail.com

## Personal and Social Development (Area III) Conceptual Development (Area II)

Little Rock

AR

72205

Cell Phone

Home Phone

Business Phone

### Current Position

Community Organizer and Nonprofit Consultant

Self-employed

Little Rock, AR

### References

Anika Whitfield, Podiatrist, 501-766-1286, fellow organizer in Grassroots Arkansas and Save Our Schools

Brad Cameron, Communications & Knowledge Management Associate at the Winthrop Rockefeller Foundation, 501-918-4059, point person for my contract work with WRF

Malik Saafir, Professor and Community Leader, 501-580-5349, former advisor to Little Rock Summer of Solutions

Teaching Years 8

HS Years 3

EdBackground 2010-2012 Master of Public Service Clinton School of Public Service Disciplines: Social Change, Program Management, Communications 2006-2010 Bachelor of Arts Barnard College Discipline: Environmental Policy

### How did you hear about AGS?

AGS website colleague friend

Worked as an RA at AGS in 2007

### Teaching Statement

Ever since working as a Resident Assistant at Arkansas Governor's School in 2007, I have wanted to return to work with some of our state's most brilliant, talented, and spirited youth. The summer of 2018 finally opened up as a possibility, and I am overjoyed to be submitting an application to join the faculty to teach Area III. What I witnessed in 2007 was a vibrant gathering of minds and energy that formed, inspired, and lifted up so many people- young and old alike. Many friends who had the good fortune to attend AGS mark it as one of the seminal experiences of their coming of age. I want to be part of generating the spark of AGS 2018 that pushes 400 budding Arkansans toward full potential. I have worked with high school students in a variety of capacities over the past decade as a staff member at the Heifer Ranch, JCA's Ourtown, and Little Rock Summer of Solutions. My work as a community organizer and nonprofit consultant has afforded me opportunities to teach and facilitate inter-generational groups of people all over the world. I would bring a multi-disciplinary, interactive, and democratic approach to the Area III classroom. My expertise is in designing group processes, breaking down hierarchies, and creating space for full participation through expert facilitation. I will use methods such as Appreciative Inquiry, Liberating Structures, Story Circles, and Open Space to help students engage meaningfully with themselves, each other, and their summer experiences. My Area III classroom will put students in constant motion. We will explore and share our origins, hometowns, family histories, identities, belief systems, and aspirations. Students will develop their capacity for compassionate self critique, empathetic connection with peers, and understanding their responsibility to the world around them.

### Round The Clock Ideas

Through my work, I have relationships with activists of all stripes and issue areas across Arkansas. I would love to organize a series of panels that would introduce students to the issues facing our state and ways that communities are fighting back. The panels would include topics such as environmental justice, immigration, education equity, racial justice, and feminism. Conway is within the Arkansas River Valley, an important region in the history of indigenous peoples in our state. From the Osage Nation to the Trail of Tears to Dwight Mission, much important and brutal history has occurred in the area, yet remains untold. I would like to plan a field trip to various sites within an hour of Conway for students to learn some of this history and discuss the effect of European colonization on Native Americans. Summer means vegetable gardening! I have been involved with community gardens and farming for almost my entire life and would love to share this interest/skill with the AGS community. Hendrix has had a campus garden in the past, and I would be interested in helping to maintain the garden with the help of others who want to learn vegetable growing skills. Conway has several beautiful

community gardens that always need volunteers, so we could venture out to lend a hand there, as well.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Acadia Roher

1/8/2018

Mr. James Scott

James.scott@crossettschools.org

Visual Arts  
No Second Choice

[Redacted]

Crossett

AR 71635

Cell Phone

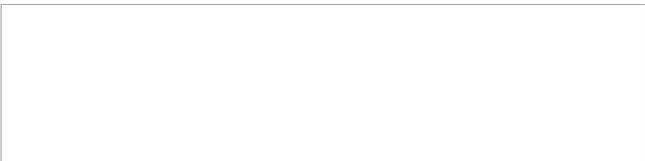
Home Phone

Business Phone

[Redacted]

[Redacted]

8708189465



Current Position

Art Teacher

Crossett School District

Crossett, AR

References

Dr. Jeff Young, Art Department Chair UCA, 501-450-3113, Previous Professor

Dr. Deborah Kuster, Professor of Art Education UCA, 501-450-3113, Previous Professor

Lou Gregorio, Principal Crossett Middle School, 870-364-4739, Current Employer

Teaching Years 2.5

HS Years 0

EdBackground Anticipated Masters Degree in Educational Leadership (December 2018) BA in Art Education(2015)  
Taught at Crossett Middle School Internships with Maumelle Middle, Maumelle Jr High, Conway Jr High.

How did you hear about AGS?

Department of E

Teaching Statement

As a person who attended AGS in 2010, I understand the importance of allowing the students to be involved in an environment that expands both their way of thinking and their thought processes. Visual Art is a tool in which artists can convey their personal feels about life experiences, politics, and other subject areas. My goal as an art teacher is to encourage students to dissect the world around them and to create pieces that reflect their findings.

Round The Clock Ideas

While at AGS, I was involved in the AGS gospel choir, talent show, and I auditioned for AGS Idol. I would love to take part in activities like those.

Additional Comments

Available Full Time?  I will be available to come to Conway.

James Scott

11/8/2017

Mr. Nicholas Seward

nicholas.seward@gmail.com

Natural Science  
Mathematics

Hot Springs National Park AR 71901  
Cell Phone Home Phone Business Phone  
5016225100

Current Position

Computer Science Instructor  
Arkansas School for Mathematics, Sciences and the Arts  
Hot Springs, AR

References

Lyle Rupert, AGS Director during previous years worked, 501-450-1237, Rupert@hendrix.edu  
Stacey Key, Area I Coordinator during previous years worked, 479-979-1360, skey@ozarks.edu  
Corey Alderdice, ASMSA Director, 501-622-5115, alderdiced@asmsa.org

Teaching Years 11

HS Years 11

EdBackground Georgia Institute of Technology M.S. Computer Science, May 2017 University of Arkansas-Fayetteville  
B.S. Mechanical Engineering, May 2004

How did you hear about AGS?

school

Teaching Statement

Reason for Seeking a Position I attended AGS in 1998. It was a defining moment of my high school experience. When presented with an opportunity to apply later in my life I eagerly applied. I remember being about as nervous as I have ever been when I went in for an interview. The 3 summers I taught at AGS were also among my most cherished experiences. I am excited that I was finally able to arrange a summer that would allow me to teach at AGS once more. Personal Approach My goal is to feed the students enthusiasm and curiosity. AGS forms a critical mass of intellectually motivated individuals making this effortless. I like to find out what the students are interested in and then build on it by sharing my knowledge and experience with them. Course Description I like to focus on emerging and future technology. There will be a minimal amount of classic instruction with the majority of the time reserved for discussion. Discussions will be split between science, cultural implications, and environmental impact. I also like to let the students help select the exact shape of the presented topics but here is a rough list. General Topics \*Physics (Relativistic, Quantum, and Newtonian) \*Computation Specific Topics \*Space Travel/Colonization \*Encryption \*Processing Power \*Data Storage \*Robotics \*AI \*3D Printing \*Solar Power

Round The Clock Ideas

In the past, I have organized a jazz band, screen printed, and presented many 410/610s to name a few. I will continue a portion of those and will try to add on to it. For example, escape rooms seem to be pretty popular so I hope to come up with an approach that can serve this many people. In general, I try to be very present in and out of the classroom.

Additional Comments

Available Full Time?  I will be available to come to Conway.

NICHOLAS J SEWARD

1/8/2018

Mr. Jayson Smith

jaysmith413@gmail.com

## Instrumental Music (Brass) Conceptual Development (Area II)

Denton

TX

76205

Cell Phone

Home Phone

Business Phone

### Current Position

Adjunct Instructor - Music Theory

Texas Woman's University

Denton, TX

### References

Dr. Samantha Inman, Coordinator of Music Theory, Assistant Professor at Stephen F. Austin State University, 936-468-1428, Former Teaching Supervisor

Dr. Jon Nelson, Associate Dean for Operations, Professor of Composition, University of North Texas College of Music, 940-369-7531, Composition Mentor and Dissertation Committee Member

Dr. Diego Cubero, Assistant Professor of Music Theory, University of North Texas College of Music, 812-322-9355, Dissertation Advisor

Teaching Years 7

HS Years 1

EdBackground PhD - Music Theory, Related Field in Music Composition - Expected May 2018 - University of North Texas (2013-Present) MM - Music Theory - Florida State University (2011-2013) BME - Instrumental Music Education - University of Central Arkansas (2006-2010)

How did you hear about AGS?

friend

John Andrews

### Teaching Statement

As a native Arkansan completing a PhD in music, I recognize the importance of motivating gifted students to pursue their dreams and refine their talents. As AGS strives to develop students' sense of how theory works in organizing a field of knowledge, I believe my unique background in music theory, music composition, and performance will allow me to facilitate an environment for students to realize their potential. In an intellectually diverse environment such as AGS, it is crucial to teach music not only for the sake of fostering musicianship, but also for the sake of fostering the development of critical and creative minds. To accomplish this, it is important to teach students to become musically self-sufficient. Self-sufficient musicians possess the skills to analyze, perform, compose, and teach all kinds of music with critical eyes and ears. Teaching musical self-sufficiency begins with fostering what Bruce Benward calls the "seeing" ear and the "hearing" eye. When students visualize musical notation while listening to music and internalize the sound while observing a musical score, they begin to develop a more holistic understanding of music and can begin to approach a wide variety of music examples. The ability to approach a variety of music examples can be transferred to other aspects of life that require critical thinking skills. I would be interested in teaching a contemporary music course open to all musicians. This course would explore compositional trends from 1900-present, including pitch trends (atonality, 12-tone, polytonality, modality), rhythmic trends (asymmetrical meters, changing meters, metric modulation, metric dissonance, ametric music), and stylistic trends (graphic scores, electronic music, spectral music, micropolyphony, minimalism). Students will be asked to listen to examples, look at scores, and explore salient musical features in each work. We will frequently compare and contrast features with Classical and Romantic music, for which students are likely more familiar. Furthermore, I will ask students to creatively apply what they have learned to composition projects, which will be workshopped and rehearsed before a public performance. My approach to teaching performing groups such as brass ensembles, jazz band, or orchestra reflects my broad experiences as a trumpet player, conductor, music theorist, and composer. Whereas performance instruction typically involves coaching proper technique, pitch, rhythm, dynamics, balance, etc., activities typically reserved for classroom settings can also be successfully integrated into performance settings. I ask students to sight sing, complete melodic dictations, and discover salient features of musical excerpts, such as phrasing, motives, and small- and large-scale melodic gestures. These activities promote higher levels of musical fluency. With high levels of musical fluency and understanding, students will be able to listen critically to their colleagues and how their part complements the composite sound. Students who understand the

music as a whole rather than simply their part can make informed interpretive judgments and make the music their own.

Round The Clock Ideas

1) Student composition concert - student performances of student compositions and informal discussion of their works  
2) Collaborative program with poets – student composers work with student poets to create musical works  
3) Name That Tune Game – Commonly known tunes will be played by a student performer, but with some variation. For example, “Jingle Bells” will be played in the minor mode. Students will work together in teams and compete for prizes.

Additional Comments

Available Full Time?  I need a phone interview.

Jayson Smith

1/9/2018

Ms. Madeline Smith

msmith@lisaacademy.org

English/Language Arts

No Second Choice

Enola

AR 72047

Cell Phone

Home Phone

Business Phone

5012577704

Current Position

8th Grade ELA Teacher

LISA Academy, North campus

Sherwood, AR

References

Victoria LaFave, 850-624-7904: Auburn University English Department TA, fellow pupil while attending University of Central Arkansas

Suzanne Rogers, 501-773-2485: LISA Academy Professional Development Coordinator and North campus's ELA Coach

Melissa Smith, Ph.D, 402-321-4733: the only and my University of Central Arkansas English Ed. adviser, my education internship supervisor, my post-graduation teaching coach through UCA

Teaching Years 1

HS Years 1

EdBackground B.A. English, minor Teaching and Learning from University of Central Arkansas Changed programs into English January 2014 - May 2017 Internships at Conway Junior High School and Quitman High School High School Diploma from Mount Vernon-Enola High School, 2012

How did you hear about AGS?

colleague

Teaching Statement

Why AGS? I believe in educating the whole student, every whole student, so this statement from the AGS Overview really struck me, "Behind the AGS curriculum is the assumption that these skills will be universally important, no matter what career path a student may choose." Since I began studying to become an educator, I have looked forward to this opportunity to encourage students to be "challenged to develop the rigorous creative and intellectual skills that will be critical to their leading the ideal "life well lived"" (AGS Overview). Approach to Goals of AGS Cultivating critical thinking skills and the ability to examine existence to seek for what is a "life well lived" are the purposes of AGS, and surveying various literary works may accomplish these goals (if only the tip of the iceberg). By integrating short stories and poetry, I will deliver to these gifted students diversified ways of viewing the world and the human condition across history and cultures. The literature will begin the learning process and discussion will delve. Discussion is something put off in regular classroom settings, and talented students suffer because of this. Conversation and fleshing of ideas are dire to the learning process, so I intend to let this be foremost important. Literature The mark of understanding is taking a big idea and condensing it into something finitely definable. Literature is the same way: take a big idea, use articulate, precise vocabulary, and say what you need to say in fewest words. Therefore, I employ poetry and short stories as my greatest literary weapons! These forms ask students to use their reading and comprehension skills maximally, and the exercise of these skills spark great discussions that allow us to question the literature altogether. Following the theme of defining what is a life well lived for each of these students, I want to teach poetry as something they may have never learned. A lot of teachers show the methods of poetry or overlook it entirely, but poetry has a lot to offer the individual when appreciated as art and not treated as something insurmountable and unreasonable. This is why I would show them Cummings and Frost. I would show them Shakespeare and Tennyson for the love of it. I would show them many more because there is so much out there! I also want to show them "The Passionate Shepherd to His Love" by Marlowe and "The Nymph's reply to the Shepherd" by Raleigh to as a demonstration in gender expectations, female autonomy, and illusion/disillusion in love. Method In literature, nobody knows anything for certain, so, if you have sufficient cause, question all that is presented.

Round The Clock Ideas

Spoken Word Poetry is dear to me, so I would enjoy sponsoring a club and putting on an event. I would enjoy getting together with some other faculty to maybe do a demonstration on how students/young people should approach one another in relation to dating and romantic interest. It would be wonderful to be involved in anything concerning mental

health, spiritual well being, personal growth, and self-actualization. Pairing up with other faculty to put on a seminar or discussion circle about how to navigate some of teenhood's hardships and confusions would be interesting and exciting. I will pitch in with lots of activities! I have varied interests. If I am unfamiliar with the content, I can always crowd control.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Madeline Claire Smith

11/26/2017

Mr. Steven Sparkman

bardman135@gmail.com

Instrumental Music (Brass)  
Choral Music (Conductor)

[Redacted]

Hot Springs

AR 71913

Cell Phone

Home Phone

Business Phone

[Redacted]

501-622-5414

[Redacted]

Current Position

Recruiter

ASMSA

Hot Springs, AR

References

Jon Starling, Choir Director, , Colleague

Hardy Dotson, Principal, , Employer

Susannah Littleton, Accompanist, , Colleague

Teaching Years 4

HS Years 4

EdBackground Master of Music, 2007-2009, Northwestern State University (LA), Vocal Music Bachelor of Instrumental Music Education, 2002-2007, NSULA, Instrumental Music (Trumpet)

How did you hear about AGS?

colleague

Teaching Statement

I heard about your program through a colleague at ASMSA, who mentioned this opportunity might be a venture I'd want to pursue, and I agree. My background in both education and performance as a cruise ship trumpet player would lend to being able to present practical advice on how to lead an ensemble. My plan would be to present a variety of music to the ensemble. Though the music would be challenging, I would like it to be, first and foremost, approachable, with the intent of allowing the students to conduct or even create lessons over the fundamental aspects of teaching. I was surprised, as a professional musician, how many other incredible talents I was introduced to that struggled to lead an ensemble because, through their entire musical career up to that point, they had not been asked to conduct an ensemble. My class would be a conducting masterclass, with students being given the chance to both perform upper-level music and receive an insider's perspective on the reasoning behind conducting gestures (cues, dynamics, use of left and right hand, posture, etc) in real time rehearsal settings. The first week would be spent learning the music with attention given briefly each day to conducting fundamentals, terms and articulations found in their music, and how to notably demonstrate differences between these in their conducting. The rest of the process would include the act of giving the students the opportunity to conduct the ensemble themselves.

Round The Clock Ideas

Looking at the activities available, and with my experience with beginning choir students, I feel that I would enjoy giving a "Sightreading 101" activity. It could be made available to anybody, despite their music education level, for anybody that wanted to know the fundamentals of translating written music at site, with real-time demonstrations using solfege and handsigns. For advanced musicians, I'd be happy to present music activities, such as intermediate music theory classes with chord analysis. If students wanted to have a music experience that was more on the relaxed side, I have successfully conducted an A Capella "show choir" using cruise ship guests with as few as 4 rehearsals for one song, and would be happy to do this again for students of any talent level.

Additional Comments

[Redacted]

Available Full Time?  I will be available to come to Conway.

Steven Neal Sparkman

1/6/2018

Ms. Ellen Stephenson

Choral Music (Accompanist)

L88keys@gmail.com

No Second Choice

[Redacted]

[Redacted]

Eureka Springs

AR 72632

Cell Phone

Home Phone

Business Phone

[Redacted]

[Redacted]

9283001134

Current Position

Private piano instructor, church musician, Arkansas Artist in Education, Ozarks Chorale accompanist

Self-employed, Holiday Island Community Church, Ozarks Chorale

1. 17 Dogwood Ridge ES 2. Holiday Island, AR 3. Arkansas Dept of Education 4. Marty Benson, pres.

References

Jim Swiggart, 479-981-2659, general director of Opera in the Ozarks (retired) choir director

Dr. Laura Dunbar, 928-301-4383, Assistant Professor of Music Education at University of Wisconsin-Eau Claire, former choir director and colleague

Heather Augustine, 620-453-0321, heathera@usd383.org, music teacher USD 383 Manhattan, KS, former student and colleague

Teaching Years 35

HS Years 25+

EdBackground Health Rhythms certification (Drumming and Music Protocol for health)2009 Writing for Children, Institute of Children’s Literature, West Redding, CT2009 Workshops in Creative Writing, Wichita State University, Wichita, KS, 1996 Graduate work, Music Technology, University of Kansas, Lawrence, KS1993 Bachelor of Arts, Music Theory and Composition, Fort Hays State University, Hays, KS1978

How did you hear about AGS?

colleague

Teaching Statement

Students have told me what a life changer AGS has been for them. I would like to be part of a program that makes such an impact. I like teenagers and think I bring a wide variety of experience in fine arts that could be useful and inspirational to them. The atmosphere of learning is always exciting. My AGS interests include: Choral Accompanist- experience in school, church and civic choirs, ensembles and soloists, since I could reach the pedals. Working together with a director and singers to create something beautiful is so rewarding! Although these interests are not specifically listed, I would also be available to teach piano, theory/composition and accompanist coaching. I balance a classical teaching style with improvisation, composition, movement and jazz styles. I've found that activity and game formats work for everyone and are particularly effective for theory concepts. Theory becomes reality when you literally build scales and intervals with Boomwhackers. Knowledge of theory often leads naturally into composition.

Round The Clock Ideas

Boomwhacker extra-curricular activities These versatile instruments go from playing Bach to sword fights! I worked with Craig Ramsell, the inventor of Boomwhackers, for six years and developed activity books as well as a full curriculum for the instruments. No musical knowledge is needed for these games and movement activities. (Sound system required.)

Additional Comments

[Redacted]

Available Full Time?  I need a phone interview.

Ellen F. Stephenson

12/17/2017

Dr. Daniel Strawser

dstrawser@gmail.com

Instrumental Music (Strings)

No Second Choice

Memphis

TN

38117

Cell Phone

Home Phone

Business Phone

Current Position

Adjunct Cello Instructor

Arkansas State University

Jonesboro, AR

References

Chi-Young Song, Arkansas State Assistant Professor of Violin and Viola, 870-972-3757, co-worker

Marika Kyriakos, Arkansas State Music Department Chair, 870-972-2094, supervisor

Dru Davison, Shelby County Schools Music Supervisor, 901-416-3432, supervisor

Teaching Years 10

HS Years 8, privately

EdBackground 2012-2016, Doctor of Musical Arts with a minor in Music History, University of Memphis, Cello Performance 2007-2009, Masters of Music, University of Memphis, Cello Performance 2002-2006, Bachelor of Arts, Denison University, Music Education and Performance

How did you hear about AGS?

school

Email solicitation through Arkansas State School of Music.

Teaching Statement

I am seeking to teach at AGS due to my passion for passing on to young people a love of music and an understanding of its value and position in the culture. Music is one of the most powerful and personal means through which we experience art, and I desire to help young people understand how music informs and effects the culture. My approach for fulfilling the goals of ASG will be to study and perform contemporary works of various types. Works will be selected for their artistic value and relevance to contemporary art music. I am unclear if I am applying to an individual position or to be part of a team, but my approach will adapt as necessary. The course will consist of the study of contemporary orchestral music. This will include exposure to key works of the repertoire, an introduction to the analysis of such works, leading to a discussion about the value and importance of such works. Students will learn through discussion how to appreciate and evaluate contemporary music, as well as its connections to contemporary thought, culture, and other forms of art. Teaching will be done with a variety of methods, including direct instruction, group discussion, and hands on work by playing the music itself.

Round The Clock Ideas

I would be interested in planning in hosting film or performance watching that included the kinds of music that would be part of the instrumental music program. This allows for an enjoyable way of providing context to such works.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Daniel M. Strawser

1/3/2018

Ms. Candis Sunday

csunda00@yahoo.com

Instrumental Music (Woodwinds)

No Second Choice

Brookland

AR

72417

Cell Phone

Home Phone

Business Phone

8705200628

Current Position

Graduate Assistant

Arkansas State University

2105 Aggie Rd, Jonesboro, AR

References

John Kelly. Position: Coordinator, Adult Education for Arkansas Northeastern College, Phone: (870)-762-1020 Ext. 1937, Past HS principal in the East Poinsett County School District.

Julie Konzelman. Position: Band Director at Butterfield Trail Middle School, Phone: (479)-285-4140, Student Internship mentor teacher.

Jennifer Fithen, Position: Curriculum Coordinator in the East Poinsett County School District. Phone: (870)-475-2331, Mentor teacher

Teaching Years 3.5

HS Years 3.5

EdBackground Master of Music Education (2017-Present) Arkansas State University Emphasis on Instrumental Music  
Bachelor of Music Education (2010-2014) University of Arkansas-Fort Smith Emphasis on Instrument Music

How did you hear about AGS?

Facebook or sim

Teaching Statement

I am applying to work as a faculty member at AGS because it will provide me with a desired teaching opportunity. I resigned from my previous teaching position as a band director to accept a graduate assistantship and I began working on my master's degree in the Fall of 2017. Throughout my first year of graduate school, in addition to GA duties, performing in ensembles, and completing coursework, I desired to continue teaching students from local schools in my areas. I have been teaching private lessons and sectionals throughout the year and I would love the opportunity to teach high school students during the summer. I miss having a full-time teaching position and I plan to continue seeking out teaching opportunities while I finish my master's degree. As I prepare to work with a collegiate ensemble in the upcoming year, I ultimately plan to return to teaching full time as a band director in a junior high or high school setting. I believe that teaching at AGS would provide me with valuable teaching experience for my future. Having attended AGS as an instrumental music student in 2010, my experience at AGS was academically challenging and pushed me outside my comfort zone. I believe it shaped the rest of my high school career and influenced me to pursue music education. I think that from this experience I will be able to fulfill the goals of AGS as a faculty member. Very similar to the goals of AGS, my teaching philosophy is to provide students with knowledge and skills that will prepare them for the future, no matter what career path they choose. Teaching music is aesthetically rewarding, but should also provide students with challenges that allow them to think critically and develop the skills needed to solve problems. I would like to assist with teaching woodwinds in the AGS orchestra. My method of teaching would include developing teaching goals that also reflect the goals the orchestra director has set. I plan to work as a team member in the music department as well as contributing my own teaching practices to the ensemble when needed. My structured and goal-oriented approach to teaching would guide the students I work with to continue to perform at a high level. I believe my enthusiasm for teaching and my knowledge of building a positive and appropriate rapport with students will contribute to my success as a faculty member at AGS.

Round The Clock Ideas

Activities I would be interested in planning and hosting include a game night of some sort. An example could be a spoons (card game) tournament. I might also incorporate classic board games to a game night. I would also be interested in assisting other faculty members with planning and hosting events.

Additional Comments

Available Full Time?  I need a phone interview.

Candis Sunday

1/8/2018

Ms. Amy Ulmer

amy.ulmer@smail.astate.edu

Conceptual Development (Area II)  
Personal and Social Development (Area III)

Memphis

Cell Phone

[Redacted]

Home Phone

TN

38107

Business Phone

[Redacted]

Current Position

Graduate assistant

Arkansas State University

Jonesboro, AR

References

Jessica Taverna, art teacher at Pulaski Heights Middle School, 501-339-8250, former AGS co-worker

Kathy Babcock, lawyer, 402-650-8985, former AGS co-worker

Dr. Deborah Chappel Traylor, English and Heritage Studies professor, 870-733-2670, chair of my dissertation committee

Teaching Years 0

HS Years 0

EdBackground Aug. 2014-May 2018 (expected graduation date), Doctorate, Arkansas State University, Heritage Studies  
Aug. 2010-May 2012, MA, University of Mississippi, Southern Studies Aug. 2006-May 2010, BA, Hendrix College, American Studies Aug. 2002-May 2006, high school diploma, El Dorado High School, El Dorado, AR

How did you hear about AGS?

AGS website

Teaching Statement

I am seeking a position at AGS (1) because of its long history for fostering educational excellence, (2) to give back to my home state, and (3) to gain teaching experience. Back when I was a lifeguard at AGS, I met some of AGS's brilliant and dedicated teachers, so I know for a fact the institution's reputation for excellence is real. I am an Arkansan, so I feel strongly about helping the state's students develop the critical thinking skills they need to have a positive impact on society whether they choose to remain in Arkansas or move out of state. And finally, while I am a graduate assistant and tour guide with experience providing an alternative learning environment for students in a museum setting, I have no direct teaching experience in the classroom. Working at AGS would give me the opportunity to learn from the state's most talented students and teachers both inside and outside of the classroom. Some of the best teachers I've had have been able to present issues and ideas as objectively as possible and in ways that allow their students to think for themselves. They asked a lot of questions and maintained a safe and open environment for discussion. I would incorporate this approach in order to fulfill the goals of AGS. The course I would teach would be called "Popular Culture and the Body." In it, students will learn to think critically about power, race, class, gender, and sexuality in terms of the ways bodies are represented in popular culture and the media. We would work with videos and images, including viral Youtube videos and popular advertisements among other visual forms, in order to explore the ways bodies are represented.

Round The Clock Ideas

Food is something that has the potential to bring diverse groups of people together and can also provide a lens for viewing history and culture. I would be interested in planning and hosting an activity where students prepare a dish that is significant to them, share how they made it and why it is important to them, and then partake in all of the different dishes together. I am currently training to become a yoga instructor, so it would be great to get some practice by leading students in some classes. I would be happy to assist with the various events AGS has to offer students.

Additional Comments

[Redacted]

Available Full Time?  I need a phone interview.

Amy Ulmer

11/19/2017

Ms. Greer Veon

greer.e.veon@gmail.com

English/Language Arts  
No Second Choice

[Redacted]

Texarkana

AR 71854

Cell Phone

Home Phone

Business Phone

[Redacted]

[Redacted]

[Redacted]

Current Position

Graduate Hall Director

Sarah Lawrence College

Bronxville, New York

References

Timothy Purkiss, (501)450-1279, Former advisor for AGS Area V Office

Myra McPhee, (914)395-2575, Director for Sarah Lawrence College Residence Life

Dionne Jackson, (501)450-3824, Former advisor for education courses at Hendrix College

Teaching Years 0

HS Years Three years in education minor coursework for Hendrix College

EdBackground August 2017 - May 2019, Masters of Fine Arts, Sarah Lawrence College, Creative Writing candidate with a focus in Creative Nonfiction August 2013- May 2017, Bachelors Degree of Arts, Hendrix College, English with an emphasis in Creative Writing

How did you hear about AGS?

AGS website Facebook or sim friend

Teaching Statement

Arkansas Governor's School has a special importance to me, as I've attended the program as a student in 2012 and worked for the office staff in various positions for three years. Since education has become a bigger passion in my own career aspirations, I seek to expand my own work in the AGS program by reaching out to another area and working alongside fellow faculty members in the Area I field, specifically ELA. I understand that AGS seeks to challenge selected high school seniors to an educational experience unlike the typical high school classroom curriculum by asking students to think more critically, seek further growth in their creativity or understanding, and work to understand how in which the lessons they learn in a classroom demonstrate lessons that should be applied in their future relationships and important life decisions. I would aspire my class, a creative non-fiction essay course, would encourage students to understand the power of their ideas and their own voice in the current age. This course would take a look mainly at how the personal essay - a work that is more than just the standard "five paragraph essay" taught in high school classes - seek to state larger truths about how one ought to see the world through our shared, common experiences. We would look at writers like Alice Walker, David Foster Wallace, Annie Dillard, and Joan Didion (to name a few) in order for students to understand what are the mechanics that work to create a personal essay. These lessons would be mainly discussion-led, as I would want by the end of the program my students to be able to engage in a conversation with one another about these topics. I would also incorporate writing prompts and assignments for in-class and optional outside work so that students would be able to participate in workshop seminars during their last few classes of the course.

Round The Clock Ideas

I've been an active participant in AGS outside normal office duties in prior years, and would be open in participating in these programs outside the classroom. I would love to help host a weekly creative writing workshop so that all students could participate in different writing prompts and hone their writing skills. I would also be interested in planning and hosting a 4:10/6:10 series on analyzing the 20th century woman in media (ex: Vogue, the classic Romantic Comedy, Investigative Journalism, etc.). This series would probe questions such as what that definition is, who does that include, who are the women outside of that definition and why, and how in which has this changed in the 21st century.

Additional Comments

[Redacted]

Available Full Time?  I need a phone interview.

Greer Veon

1/8/2018

Dr. Garbiñe Vidal-Torreira

vidal-torreira@hendrix.edu

English/Language Arts

Personal and Social Development (Area III)

Conway

AR

72032

Cell Phone

Home Phone

Business Phone

Current Position

Julia Mobley Odyssey Assistant Professor of Spanish

Hendrix College

Arkansas

References

Lilian Contreras-Silva, Full Professor of Spanish at Hendrix and Coordinator of the Spanish Section, (501)-450-1250, direct supervisor.

Lars Seme, Instructor of Mathematics at Hendrix and AGS instructor, (501)-450-1256, co-taught with him the course The Galactic Citizen (The Engaged Citizen) Fall 205 & 2017.

John Anglin, math instructor at AGS, 256-289-1021, personal friend.

Teaching Years 10 (at the college level)

HS Years 0

EdBackground Education: Ph.D. in Spanish Literature with a graduate specialization in Women's and Gender Studies. University of Nebraska-Lincoln. May 2013. Dissertation title: "Women Facing the Mirror: The Representation of Women's Age in Short Stories by Spanish Women Authors of the 21st Century" Dissertation Director: Iker González-Allende M.A. in Spanish Literature. University of Nebraska-Lincoln. December 2009. Certificate of Pedagogical Aptitude (CAP), University of Deusto, Spain, June 2007. ---Since 2008 considered an MA in Education. B. A. in English Language, Literature and Linguistics June 2007. University of Deusto, Bilbao, Spain. (With a year studying abroad at Manchester University, UK). Other Degrees and Certificates: Course "Teaching in the 21st century," taught by Dr. Moeller, University of Nebraska-Lincoln, Summer 2009. Certificate of completion of the International Teaching Assistant Institute (ITA), University of Nebraska-Lincoln August 2007. Certificate of Modern Languages and New Communication Technologies, University of Deusto, Spain, June 2007. Certificate of Initiation and Perfection in the Galician Language by Xunta de Galicia and University of Deusto, Spain, May 2006. Certificate of Proficiency in English (CEP), Cambridge University, England, 2002.

How did you hear about AGS?

AGS website colleague friend

Teaching Statement

Being part of the Hendrix College faculty has afforded me the pleasure of working with many young, promising minds. What I enjoy most about teaching is seeing my students get excited about learning, connecting ideas, and becoming more engaged with the world around them. I believe AGS promotes those precise values in its students, and that my experience teaching vibrant young minds will be useful in bringing out the type curiosity that leads to excellence. To that end, I have experience teaching students around the age of those in attendance at AGS. As a Professor of Spanish language and literature, I have many freshmen in my courses. I have also taught a course entitled The Engaged Citizen, a required course for freshmen, for three years and I plan to do so again in the Fall semester of 2018. I would propose teaching a course where students would have the opportunity to read English translations some works by one of Spain's greatest authors: Gustavo Adolfo Bécquer. His translated legends are available for free online (<http://www.armandfbaker.com/becquer.html>) and they are of an appropriate length for AGS. In class, we would explore how legends are often fantastical explanations for historical events and breach the gap between myth and reality. Legends are an important aspect of society forming part of the foundations of different cultures and nations, and they help us learn about other peoples. These legends would provide AGS students with an excellent opportunity to learn unique perspectives into how culture and knowledge changes through time. In order to understand the legends, we would first study a little bit about the author, who he was, what personal interests formed the backdrop of his literature, and his literary style. Then we would learn some basic information about Spain's history and culture. This would help ensure the students fully understand the context of these legends, and also

allow their curiosity to be at front and center of the discussion. To understand Bécquer's legend "The Cave of the Moors," for example, knowledge that Spain was invaded by moors from 911 until 1492 is critical to students' understanding. The students will surely have many questions about how and why this happened, as well as the historical and present impact of this invasion. Class discussion is a critical part of my teaching methodology. I prompt students to ask questions, and later tie them to the topics we cover in class. After some discussion, we would likely look at pictures and videos of the Alhambra, a Moorish palace/fortress that dates back to the 9th century (<https://www.alhambradegranada.org/en/>). In my classes I use technology to incorporate images and videos that expand on class content and the concepts dealt with in class materials. In addition to providing a new contextual perspective, this approach also helps students who are more visual or kinesthetic learners to engage and relate to class materials. After reading the legend "The Cave of the Moors" I would open discussion by asking what aspects of the legend they found more interesting and why, which aspects are based on historical events, and what was their overall impression of the text. We would analyze the writing style, but also study the historical and cultural aspects that make this legend unique.

Round The Clock Ideas

Since the theme of my proposed class is legends, I would host a screening of Pan's Labyrinth, a 2006 fantasy/drama, by renowned director Guillermo del Toro. The film is set during the Spanish Civil War and portrays a young girl who encounters a faun, a mythical creature who believes her to be a legendary lost princess. The 2 hour movie could be followed by a discussion session, likely on another day, where students would point out which parts of it are more mythical and which parts are inspired by relevant historical events, and how history inspired and influenced the legend. A screening of the 2004 film King Author would also be a possibility. Students would probably be more familiar with the history and culture represented in this movie. This could, again, be followed by a discussion focused on which aspects of the film are more mythical, which are more historical, and how historical elements inspired and influenced the popular legend. Alternatively, another avenue would be for students to attempt to craft their own legends. If the students are confident enough, we could organize a small reading session where those legends would be shared and discussed. If there are enough students with an interest in traditional Hispanic games, I would also be happy to organize a game night where typical Hispanic games such as La Oca and dominoes could be featured. I would also be happy to organize any time of activity related to the Spanish culture. Maybe a lecture on the The Way of Saint James ([https://en.wikipedia.org/wiki/Camino\\_de\\_Santiago](https://en.wikipedia.org/wiki/Camino_de_Santiago)), the Alhambra or Don Quixote for example, or a Q&A about Spain in general.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Garbiñe Vidal-Torreira

12/7/2017

Ms. Kimberly White

kim@thatmediagirl.com

Visual Arts

Personal and Social Development (Area III)

West Bend

WI

53095

Cell Phone

Home Phone

Business Phone

Current Position

Teacher

Teachers on Call

West Bend, Wisconsin

References

Karen Olson, Instructor for eduCATE-WI, 608-370-1350 - Fellow teacher and advisor

Mary Anne Cruthirds, Cross County Arts Council President, 870-208-3510 - Long term advocate for the arts

Maureen Skinner, MS, LPEI, DCC, OC Chenal Therapy Counselor, 501-781-2230 - Long term advocate for education and fellow Governor's School student

Teaching Years 10+

HS Years 2

EdBackground St. Mary's University, Minneapolis, MN - Currently Enrolled M.A., Education, 2017 - 2018 Master of Arts in Education eduCATE-Wisconsin 2017-2018 – Currently Enrolled Wisconsin Department of Public Instruction University of Arkansas, Fayetteville, AR B.S.E., Consumer and Family Science, 1997 Bachelor of Science in Education Degree in Consumer and Family Science with emphasis in human behavior

How did you hear about AGS?

AGS website colleague

Teaching Statement

As a former Visual Arts student of Arkansas Governor's School in 1988, I can think of no better way to give back than to return as an instructor. The program was a pivotal moment in time, and opened my eyes to endless possibilities. I am excited about the possibility of adding accelerant to the fires that students carry within themselves! As a facilitator, I would guide students toward researching areas of interested and seeking out artists work and lifestyles. I would strive to build the group as a "tribe" - a group with passion for art who will be connected from this experience for the rest of their lives. I would encourage team projects as well as individual ones, with the culmination of an gallery exhibition toward the end of the program. I believe it is important to have discussions about art and what it takes to be an artist with peers. The students selected for Visual Arts have so much creativity with unique points of view. The AGS allows these special students to be encouraged to seek out their artistic voice and follow their truth. I believe I have enthusiasm and motivation that fits perfectly as a guide for the visual arts program. My educational philosphy will be attached with my resume, however, I must add that for AGS, I would guide these students as peers and fellow artists.

Round The Clock Ideas

I am so excited about this aspect of AGS. I'm all in to attend other programs activities and have a few of my own. I hope to take Visual Art students to visit the Arkansas Arts Center for a day trip, and perhaps Crystal Bridges. I would like to have interactive "paint-in" parties for all AGS students to be able to participate. The big event will be a gallery exhibit all AGS students will be invited to attend at the end of the program.

Additional Comments

Available Full Time?  I need a phone interview.

Kimberly Shawn (Brown) White

1/8/2018

Mrs. Julie White

jwhite@bryantschools.org

Choral Music (Conductor)  
Choral Music (Accompanist)

[Redacted]

Benton AR 72019  
Cell Phone [Redacted] Home Phone [Redacted] Business Phone 501-847-5605 ext 2

[Redacted]

Current Position

Head Choral Director  
Bryant High School, Bryant Public Schools  
Bryant, AR

References

Dr. Todd Edwards, Bryant HS Principal, 501-847-5605

Mr. Dondre Harris, Bryant HS Asst. Principal, 501-847-5605

Dr. Karen Walters, Superintendent of Bryant Schools, 501-847-5600

Teaching Years 15

HS Years 14

EdBackground 2002 - UALR, Master of Secondary Education with an emphasis in Music; 4.0 GPA; Has completed 18 additional graduate hours in Music Education since graduation 2001 - UALR, Bachelors of Arts Degree in Music with an emphasis in Classical Piano Performance; Graduated Cum Laude 1997 - Bryant High School Honor Graduate

How did you hear about AGS?

Department of E  
ADE Commissioner's Memo Email

Teaching Statement

I am seeking a position at AGS because I believe that the students chosen to this prestigious program are society's next leaders, politicians, doctors, lawyers, thinkers, artists, and change-makers. I believe in this program and have seen the effects of it through the success of my former students, my older brother who is now 40 and has his Ph.D. in Information Quality, and my husband who is now 44 and is a successful attorney in Educational Law. Many of the students I teach are of this caliber, and I teach in ways that challenge them to think; to set high goals for themselves without setting them up for failure; to create a fire in them that ignites self-motivation, discipline, teamwork, and risk-taking; to offer moments of creativity so they can express their emotions and ideas in an environment that is safe; and to push them beyond their comfort zones so they can learn about themselves and each other. What is great is that all of these things can be achieved through teaching choral music - whether it be sight-singing on solfege together; singing a contemporary piece that is filled with dissonance and tight harmonies where they have to both be independent and rely on each other for the piece to work; to study the lyrics of the song or why the composer wrote the music the way he did due to the words (word-painting). I also enjoy having my students bring the song to life by acting out the song as they sing it - make it become real to them. I want them to be musicians, not just singers.

Round The Clock Ideas

I would like to offer some session on Music Technology that would allow students to create their own digital music, import already created music and alter it according to their own style and creativity, combine music and film, etc. I teach this course at Bryant High School to both music students and non-music students, and all enjoy and can do the projects that are given. Creativity and thinking outside the box is encouraged!

Additional Comments

[Redacted]

Available Full Time?  I will be available to come to Conway.

Julie White

11/8/2017

Mr. Ken Yang

yangkj10@gmail.com

Social Science

Personal and Social Development (Area III)

Benton

AR

72019

Cell Phone

Home Phone

Business Phone

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Current Position

Consultant

American Dream Strategies LLC

Benton, AR

References

Josh Mesker, Campaign Manager, 501-350-2505, worked at Family Council

Karen Kirksey, 202-489-9876, Romney Campaign

Mark Martin, Secretary of State, 501-682-1010, SOS office

Teaching Years 2

HS Years 1

EdBackground Hendrix College, B.A. History

How did you hear about AGS?

AGS website Facebook or sim friend

AGS student in 2005

Teaching Statement

I had the pleasure of attending Governor School in 2005 and still remember things I learned and still have friends I keep in touch with today. With the experience I have from the working place today I feel I would be able to enrich the diverse and intelligent group of students that come to Governor School. I was allowed to think and believe what I wanted openly and discussed things in a safe but aggressive intellectual environment. And of course I would want to keep that tradition of allowing students to think creatively and help them use the information given to them. In a nut shell I would teach a course about modern politics and political campaigns. I have been payed staff for 3 presidential campaigns in primary election and general election along with statewide campaign experience here in Arkansas. We would study campaign strategy, speeches, behind the scenes of campaigns and compare past elections of recent ones. Most importantly it would be a classroom with an open forum and the ability to discuss everyone's opinions and factual analysis. I would keep with the long tradition of having intelligent students learn from one another.

Round The Clock Ideas

Anything sports related I would be happy to be a part of and I played tennis for Hendrix and would love to have a short tennis session with students. Honestly, having been a part of AGS I would love to be any part of it.

Additional Comments

Available Full Time?  I will be available to come to Conway.

Ken Yang

1/17/2018