

Fellow Reflection: Tweeting a Curriculum Unit

by Lindsey Elkins, English Teacher and CTI Fellow

Charlotte Teachers Institute has opened the door for meaningful collaboration among teachers of all grades and subjects, and I think these elements of collegiality and collaboration, among many other things, are what set CTI apart from other forms of teacher professional development. As we are constantly evolving, working to meet the diverse needs of our students, it is imperative that we share our great ideas and methods—this is the crux of the CTI model. Through CTI, we have time to collaborate during seminar, and we also publish our ideas for other teachers to read and use if they so desire. But when we are done with our units, does it stop there? Are we reaching out to others to share our units, or do we wait for them to be found? These are questions I hadn't considered very seriously until recently when I shared the link to my latest unit with my past university supervisor—my mentor and friend, Paul L. Thomas, Associate Professor of Education at Furman University. I'd be lying if I didn't admit that I shared in part because I was proud of what I'd had written, fully aware that it probably surpasses most of what I

turned in during college, but more than that, Paul was the one who had introduced me to the theories and pedagogical philosophies in which my unit is grounded; I was writing to him in thanks of how he has shaped me as a teacher. And this is when I realized the power of actively sharing the work we complete through CTI. After we caught up over email, he informed me that he had tweeted the link to my unit to over 600 of his followers; people who follow him because of his work as a professor and writer who publishes and edits many educational works. He also said that he would be sharing that link and links to other CTI units with his current teacher-certifiers. Needless to say, I was blown away by the impact that this simple gesture might have—teacher collaboration that transcends CTI, CMS, and even North Carolina. We are very fortunate to have such an amazing, teacher-led organization that values the talents, efforts, and commitment of CMS teachers established here in Charlotte. As we continue to grow, I hope we will expand our vision of professional collaboration and our role as teacher-leaders.

Getting Ready for Yale: A Fellow's Perspective

*"Who would have thought that I would be able to grace the campus of one of the oldest, most prestigious universities in the world? I am excited to attend a seminar with an amazing professor and diverse fellows from across the country, all present for a common purpose: **developing stimulating curriculum for our students.** I am sure that this will be one of the most amazing opportunities of my life and I am ready for all that this experience will bring to me professionally and personally!"*

--Jashonai Payne, 5th Grade Teacher/CTI National Fellow



Charlotte Teachers Institute was one of 10 finalists for the inaugural SEED20 competition in March 2012. CTI was recognized as a leader in social entrepreneurship in Charlotte. Visit charlottein2012.com/charlotte/stories/seed20 for video.

By the Numbers: A Look at the 2012 CTI Cohort

104 CMS teachers in 8 seminars	30.8 % are elementary teachers	Trained to teach more than 14 subjects
Teach in 41 different schools	28.8% are middle school teachers	51% are new Fellows this year
Taught for a total of 1,104 years	40.4% are high school teachers	15 are Yale National Fellows
Taught for an average of 10.6 years	Plan to teach for another 1,426 years	5 teachers have taught for 30+ years!