

Reflections of Past Fellows

Blair Kenney (2008-2009) B. A. Yale University in Psychology.

Exit Evaluation Reflections: I began this fellowship wanting to gain an understanding of child development that extended beyond what I had learned in my college courses. I was eager to learn about children by working closely with children themselves. Because of the generosity of this foundation, I have been immersed in a world of children. At Calvin Hill, I have grown intellectually and personally, each day observing and participating in the learning experiences of twenty kindergarten children. To these children, I owe the privilege of being a part of their daily quest to learn about their world and to build a sense of community among their peers. I am also very grateful for the guidance and support that I have received from the staff at Calvin Hill. These teachers, including director Carla Horwitz, serve as a model for early childhood education, and I hope that I can emulate their dedication, intellectual curiosity, warmth, and expertise later in my professional life.

I have also been fortunate to work with Nancy Close and her clinical assessment team at the Child Study Center. I have observed young children who exhibit significant development delays or experience emotional disturbances as a result of environmental or genetic factors. While many of the cases this year have been disheartening, I have learned how resilient children can be in the face of challenge. As I consider child psychology, I am grateful to see how much help therapists can offer children when they have a firm understanding of child development and are sensitive to the complexity of a child's needs. I believe that this fellowship has provided me with a foundation for understanding such complexities in a child's development that will serve me well in the future.

Julia Kimball (2008-2009) B. A. Vassar College in English and French.

Exit Evaluation Reflections: The practical experience of working directly with children in the Threes classroom at Calvin Hill has provided an invaluable opportunity for me to both understand the role that a teacher plays in fostering children's early development, as well as to begin to experiment with how I might choose to interpret that role myself. I have thoroughly enjoyed being able to develop meaningful relationships with the individual children, and having the privilege to watch their different personalities and abilities develop and grow over the course of the school year. Being able to participate in the educational nurturing of this development with the consistent support and constructive feedback of the experienced teachers on my team has both strengthened my confidence as well as helped me learn to see possibilities for further expansion and improvement.

At the Child Study Center, I was also fortunate to observe extensive interactions between the social workers and clinicians and parents, and the careful thinking behind these discussions that were designed to help families help their children—another approach which I then became more aware of being used at Calvin Hill. The various professionals I have worked with, in both clinical and educational settings, have demonstrated devotion not only to working directly with children, but also to working with their families to provide positive, cohesive experiences for the children in their home and larger community environment outside of school—while maintaining respect for families' unique circumstances and values.

Kristen Pallonetti (2007-2008) B. S. Cornell University in Human Development with dual concentration in Developmental Psychology and Early Childhood Education. Immediately following the Harris Fellowship, I pursued a Masters of Education degree in Human Development and Psychology at the Harvard Graduate School of Education.

Exit Evaluation Reflections: My experiences both in the classroom at Calvin Hill and at the Yale Child Study Center have allowed me to develop and hone the skills necessary in the fields of

early childhood education and clinical psychology. Through the Harris Fellowship, I have greatly advanced my understanding of the importance and complexity of the early childhood years, as a result of focused observation, careful reflection, and guided practice. I have also had the privilege of working alongside master teachers and clinicians, whose experience and knowledge has inspired me. It is this foundation of experiences, which have been so significant that I plan to build on them in an advanced graduate program of study.

One Year Post-Fellowship reflections: The fellowship's focus on the development of the whole child prepared me well for my graduate coursework in education and in child development. The experiences I had at Calvin Hill as well as at the Child Study Center served as practical references on which to base my learning. Beginning in Sept 2009, I will be teaching in a private preschool in New York City. The school's use of the Reggio Emilia approach to early childhood education, where the child is at the center of learning, fit in perfectly with my experiences using emergent curriculum in the classroom at Calvin Hill, where the activities and investigations stem from the thoughts and ideas of the children. As I begin my career as an early childhood educator, I will take with me each and every piece of the Harris Fellowship--the home visits at the start of the year, daily classroom interactions with children, planning and leading large and small group activities, preparing for and sitting in on parent-teacher conferences, and documenting and assessing the progress of each child in the classroom. The Harris Fellowship has allowed me to realize my love of early childhood education and I will continue using the tools I acquired during the fellowship in my future work in the classroom.

Matthew Curry (2007- 2008) B. A. Vassar College in Psychology. After the Harris Fellowship, he took a position as a Mental Health Counselor within the Yale Child Study Center Intensive In-home Child and Adolescent Reintegration Services (IICARS) program.

Exit Evaluation Reflections: Throughout the year, my primary teachers were the children. They are scientists, artists, musicians, writers, and incredible thinkers who never stop in their quest for more knowledge. I also had the great privilege to learn from the team of experienced teachers in the Preschool. By studying how they interacted with the children and how they contributed their own personal strengths in the classroom, I began to learn how to use my own strengths and passions to contribute to the curriculum. I am also fortunate to have had the opportunity to work with the Multidisciplinary Early Childhood Assessment Team at the Yale Child Study Center. I was exposed to a large range of normal and abnormal development as I observed children who were simultaneously advanced in certain developmental domains and delayed in others. I had the opportunity to observe all the time and effort that clinicians use to assess the strengths and challenges of an individual child and then the methodical process that follows as the clinician develops treatment recommendations.

One Year Post-Fellowship reflections: The fellowship's balanced study between normal and abnormal early childhood development has provided me with invaluable theoretical and practical knowledge for my current clinical work with young children and adolescents. As I provide outreach to clients in their homes and community as well as offering parental guidance and psycho-education, I find myself drawing deeply on the experiences I had at Calvin Hill as well as at the Child Study Center as a basis for the co-constructed treatment plans that I develop with clients. My work in the Harris Fellowship constantly required me to consider the multiple domains in which child development occurs. While the fellowship highlights the child as the center and driving force of learning in the school setting, it does not ignore the fact that equally if not more learning and development occurs in the home and community. The experience has served me greatly as I continue to pursue work performing in-home clinical interventions with children with severe psychiatric disabilities. The Harris Fellowship has allowed me to thoroughly comprehend the importance of development at all age levels and I will forever apply the knowledge I obtained during the Harris Fellowship.

Amanda Caplan (2006-2008) B. A. Harvard College in Sociology. After the Fellowship, Amanda entered the Harvard Graduate School of Education Master's program in Human Development and Psychology.

Exit Evaluation Reflections: My experience as a Harris Fellow in Child Development and Early Childhood Education has set me upon a path of learning and commitment. I have profoundly benefited from working under the guidance of professionals who are devoted to and impassioned about child development. Because of the expertise I have witnessed as a Harris Fellow and the support I have experienced, I am confident that I have been given one of the best foundations possible for a productive and stimulating career in child development and early childhood education.

One Year Post-Fellowship reflections: After 2 years at Calvin Hill as a Harris Fellow ('07) and Seedling Fellow ('08), I was able to ground the, often times, theoretical areas of graduate studies within my own classroom experiences at Calvin Hill. The authentic teaching experience I gained at Calvin Hill unquestionably made my time in graduate school far more rich and meaningful than it would have been had I not been a part of the Calvin Hill community.

After graduating, I went in search of an early childhood teaching position in the network of independent schools in and around Boston. While I did not end up back in the classroom, I did end up in a fabulous environment for children: Children's Hospital, Boston! I am currently working in research at Children's with 5 to 10 year old children who suffer from obstructive sleep apnea. I love the position and the opportunity to work with children in the clinical setting. Without a doubt, teaching plays a role in my current position, particularly in helping children manage the potentially unsettling transition from home or school into the hospital setting. Working not only with children, but their families as well, was a core element of teaching at Calvin Hill and I count on these skills everyday while working with patients and their families. I remain open to the possibility of returning to the classroom. The research position is an excellent fit for me currently though the "itch" to be in the classroom remains.

Isabelle Rostain (2006-2007) B. A. Cornell University in Sociology. After her Fellowship she did a Post-Baccalaureate program at the University of Pennsylvania and worked as a Research Assistant on the Infant Brain Imaging Study at the Center for Autism Research.

Exit Evaluation Reflections: I began this year as a recent college graduate with a strong desire to pursue a career in medicine, and a great curiosity about the human mind. Now, as my tenure as Harris fellow nears its end, I am reassured that my original aspiration to become a doctor is indeed the right path for me. My time spent at the fine institutions of the Yale Child Study Center and the Calvin Hill Day Care Center has demonstrated that the productive fusion of academic study, clinical treatment, and practical care, in essence, the best of all worlds, can indeed be achieved. I can only hope that as my career progresses I will be able to again attain a position where all these fields come together as harmoniously as they do in this program.

Two Years Post-Fellowship Reflections: I am currently in my first year of medical school at the University of Pennsylvania. Not a day has gone by in these past two years that I have not thought about my time at Calvin Hill in some way. Often, it is in a professional context, when I engage in discussions of developmentally appropriate activities for and expectations of children. But usually it is when I walk through the city and see children of different ages at school or with their families, and I smile, thinking about the lighter, more fun moments that I spent with staff and children. My year in the Threes Program was undoubtedly one of the most formative of my life.

Though my life's work may not be as an Early Childhood Educator, the themes explored and skills gained in the Harris Fellowship are very much aligned with my professional goals. I am intrigued by differing attitudes towards motherhood, prenatal care, the birthing process, childrearing, education, and the development of children because of the impact these factors

have on producing healthy, capable beings. In the daycare center alone, I learned so much about the family unit, and began to fully appreciate the network of support required to raise a healthy child.

Being a Harris Fellow has contributed to my success in medical school, and will, eventually, as a physician. I learned how to talk to parents about the wellbeing of their child, the importance of communicating with a team, and the power of mentorship. However, it is only now after some years, that I realize that the most valuable aspect of the fellowship was engaging in hands-on instruction while receiving feedback and evaluation. I will confront this situation time and time again in my medical training, and thanks to my experience at Calvin Hill, I will know how to be open to listening and learning from instructors and peers.

Patrick Kearns (2005-2007) B. A. Vassar College in English. After leaving Calvin Hill, Patrick moved to Goleta/Santa Barbara, CA. He has been teaching in the Threes Program of Beit Ha'Yeladim (preschool at reform Jewish temple Congregation B'nai B'rith) since arriving out west

Exit Evaluation Reflections: These past ten months in the classroom have given me a renewed understanding of commitment overall. The teachers at Calvin Hill offer a vision of what happens when measured compassion, intuition, and patience get fueled into an attentive teaching practice informed by clear knowledge of child development. Through my participation in the Harris Fellowship, I've learned all about working as a team to create a caring and safe community in which children may honestly engage their whole selves.

Two Years Post Fellowship Follow-up: Patrick applies his Calvin Hill training in child-centered, emergent curriculum daily--at the preschool as well as in his second job tutoring and nannying two local boys, ages seven- and nine-years-old. Patrick continues taking Early Childhood Education classes at Santa Barbara Community College and is currently considering various Master's programs in family studies and/or human development.

Sarah Gray (2004-2005) B.A. Yale University in History. In 2006, at one-year post-fellowship follow-up, she was working as a teacher in Lafayette, Louisiana.

Exit Evaluations Reflections: To put into words what I have learned is nearly impossible, but suffice it to say I am deeply thankful. My year as a Harris Fellow have provided me with tools and knowledge beyond comparison—about children and their relationships, about child psychology, about education, about myself as a teacher, about myself as a professional, about my own interests. I cannot imagine a better place for learning these things than Calvin Hill, with its amazingly knowledgeable and dedicated staff. I have learned this year what a good Early Childhood Education experience can offer children—a sense of oneself as a learner, an excitement at the world around you and the questions it poses, and the confidence to pursue answers. I have been lucky enough to have the Harris Fellowship offer me the same experience; I am more aware of myself as a student of the world and a student of child development, and I am nothing if not excited and confident to continue my learning. Next year, I intend to move home to Louisiana and hopefully apply some of the knowledge I have garnered this year in a geographical region that is often sadly lacking in dedicated and educated early childhood professionals.

One Year Post-Fellowship reflections: Having returned to Lafayette, LA pre-Katrina / Rita and being here firsthand to witness the devastation that swathed across this entire region, I decided that I needed to stay near my family and friends and watch (and ideally participate in) the rebuilding of the region. ...I was still on a job hunt when the hurricane hit and immediately began logging in many hours at the daycare at the local Red Cross shelter, where I used some of my Calvin Hill skills to try to help some of the youngest victims of relocation. We managed to get the daycare moving much more smoothly and with better supplies and planning. Soon thereafter, I was hired at my alma mater (the Episcopal School of Acadiana) to help with overflow from the

hurricane -- the number of student inquiries to the school (the only independent school in the area) was overwhelming, and I was hired to lessen the load of the English department, for which I taught two courses of senior English. I also helped out with grading in the math department and became alumni liaison / publications director in order to make full time. It was literally baptism by fire, as I was thrown into developing and implementing a curriculum a month into school, and although it certainly wasn't "early childhood" work, I was very grateful for the work I had done at Calvin Hill, which certainly taught me to "think on my feet" and be flexible with classroom planning.

Indeed, I marveled to myself several times over the course of the semester at how *relevant* my early childhood work was to my experience teaching high school seniors. The skills of controlling a classroom, maintaining students' attention and interest, and scaffolding all translated nicely -- as my students were loathe to hear when I would tease them about not being too far away from my four-year-old students of the year prior. Moreover, the scaffolding and student-driven approach to education that Calvin Hill so prizes kept me remembering that it is my duty as a teacher to nurture students' interests, capitalize on their strengths, and use those strengths to break through their weaknesses. Calvin Hill's approach to education certainly makes me a better educator.

The skills and knowledge I learned in the clinical segment of the fellowship also translate nicely into my work as a teacher, and I still hope to pursue a clinical career in the future (if I can ever break free of the "teacher bug" -- it may have taken too strong of a hold on me). I certainly miss that work, and I am thankful for the fellowship's offerings of combining a clinical approach to development with an educational one. In the next year or two, I plan on applying to clinical psychology graduate programs. For the next year, though, I have been rehired as a full-time English teacher. I know that the skills and knowledge I received from my year at Calvin Hill and the Child Study Center will continue to benefit my teaching and my students.

I treasure the relationships that I developed all of the lovely Calvin Hill teachers -- as well as the students and parents! The outpouring of love and support I received from former students and teachers alike in the hectic and insane wake of this fall's tragedies truly meant so much to me personally. I return to you all in my heart often. Life down here in Southwest Louisiana is far from returning to normalcy, and every week seems to present a new challenge, be it one of local infrastructure and politics or a more emotional challenge, as the tragedies continue to remind us of their proximity. Still, Calvin Hill and you all continue to be one of my "happy thoughts." I am really so thankful for the opportunity to spend last year learning and growing in such a loving, nurturing, and smart place -- a place that is made that way from all of the loving, nurturing, and smart people who make up its community.

Four Years Post-Fellowship Follow-up: I am continually thankful for the time I spent at Calvin Hill and the Child Study Center during my Harris Fellowship. In between my time as a Fellow and my re-entry to graduate school last fall, I worked as a high school teacher in Louisiana. This spring, I just finished my first year in a clinical psychology PhD program at the University of Massachusetts - Boston, focusing on young child and family work (in particular around socio-emotional school readiness, risk and resilience, and gender). I actually work with a former faculty member of the Child Study Center, Alice Carter, who is also a proud former Calvin Hill parent!

Of course my work as a Harris Fellow was deeply influential in my choosing this field of study; it is a large part of why I chose to pursue work with young children in families. I am also continually thankful as I move forward in a career focused on psychopathology for the range of development I was able to see in my time at both Calvin Hill and the CSC. I draw on the children, parents, and teachers that I knew at Calvin Hill as part of my vocabulary for thinking about the sorts of larger questions that drive my research. Perhaps more fundamentally, I learned how to relate to children (and their parents) as a Calvin Hill fellow.

Anderline Bredy (2004-2005) B.A. Amherst College in Psychology and English. In 2006, at one-year post-fellowship follow-up, she was pursuing a Masters of Education for pre-k through sixth grade.

Exit Evaluations Reflections: The teachers have taught me the meaning of patience, commitment, kindness, and importantly—life. I have learned that introspection is the key to taking all steps. I have learned the significance of balance and the impact of personal feelings both in and out of the classroom. I have learned the distinction between personal initiative and community effort. Despite many anxieties and fears over changes and a new city, this past year has been the greatest experience of my life and I am pleased to be closer to the type of person that I have always admired and aspired to be.

One Year Post-Fellowship reflections: I did not expect my life to change so dramatically. I walked into the Fellowship with various expectations. Primarily, I expected to take the best out of my position. Maybe I would learn something about teaching along the way. Boy, I was wrong. From my first day to the last, I learned to engage lives. I learned the importance of small nuances. I learned to stop moving unconsciously through life and actually enjoy every moment like a child. I cannot truly find words to describe the impact of the Harris Fellowship. I just want everyone to experience the Fellowship.

Four year Post-Fellowship follow-up: Calvin Hill was an amazing life-changing experience for me. Not only did my experience prepare me for a professional work setting, but I was also prepared to take on my daughter 2 years later. I learned to sharpen my critical thinking skills while identifying with the emotional needs of my environment. I not only make decisions from a professional perspective but also on the human level. When I came out of college, I was uncertain of my next steps, but my experience at Calvin Hill utilized all of my potential. Beyond my professional work, I am more creative and patient with my parenting skills. I recall some of the scenarios that I encountered at Calvin Hill and how we solved them.

Matt Stempson (2004-2005) B.A. Vassar College in Psychology and Hispanic Studies. Four years after the Fellowship, Matt is working in residential real estate sales for The Corcoran Group in New York City.

Exit Evaluations Reflections: Through this Fellowship not only have I gained an incredible amount of knowledge and experience, but also a deep respect for, and understanding of, early childhood education and educators. The skills and knowledge I gained this year at both Calvin Hill and through the classes at the Child Study Center are things that I can take with me throughout life.

Four Year Post-Fellowship follow-up: Upon arriving at Calvin Hill and meeting the teachers and staff, I immediately knew that this was a place I could learn and grow in a supportive environment, much like the students I would be working with. I was placed in the Kindergarten and as the year progressed I, along with the students, learned the importance of using our words, understanding others' perspectives, building relationships and persevering in difficult situations. Even the seemingly best-built castles can fall down; the important thing is to not dwell on the fall, but in figuring out how to make improvements on the next one.

After my fellowship I decided to explore a bit before going to grad school and moved to New York City. Although I am currently working in residential real estate sales in Manhattan and not in education, I continue to take the lessons I learned and the confidence I gained while being a Harris Fellow and apply them to my work. Whether it is being able to sensitively listen to a buyer's needs and concerns when thinking of making a purchase, or presenting one's case in front of a prospective seller to get a listing, the skill set that we were given while at Calvin Hill is invaluable in any field.

Emi Lesure (2003-2004) B.A. Yale University in Sociology. In 2006, at two years post-fellowship follow-up, she was studying abroad.

Exit Evaluations Reflections: I have learned so much through the classes and work at Calvin Hill, was inspired by the professionalism around me, grew so much as a person, and found wonderful relationships with the children, staff, and parents. Most importantly, the experience has dramatically changed how I view children and their education: gone are the latent views of children as cute and in need of help, of teaching as easy and unprofessional; in their place is a deep respect for the independence and genius of young children and the expertise and thoughtfulness of their teachers.

Two Year Post-Fellowship reflections: I have had almost two years to look back on my experience at Calvin Hill. The observation that immediately comes to mind is how eye opening it was in terms of the ways young children think and develop, and the ways education can be optimized to encourage this. The teaching methods and care for children at this center are superb. When I think about the ideal environment for children I think of Calvin Hill. Having this kind of standard and having seen with my own eyes what high-quality early education is like allows me to better evaluate other environments for young children, such as an English class in China. (I was saddened to see that at this school, like the university where I am studying, the standard techniques include rote memorization, teachers being the center of the classroom and doing most of the talking, and students having few chances to say anything at all.)

The fellowship provides excellent training for a career in teaching. I, ironically, have not gone in this direction because of a previous interest in international political issues. Of course the two are not mutually exclusive. My academic focus is on developing countries and education is certainly a major concern also in these areas. My travels to different countries have usually involved at least some time visiting or volunteering in schools: rural schools in Costa Rica and Nicaragua, a school in Nicaragua for children who are homeless ("street children"), and most recently, an English school in China. My time at Calvin Hill made me a more effective observer and participant. Perhaps the future holds a job teaching in other countries or working for an international NGO that focuses on educational issues.

Five years Post-Fellowship follow-up: I am still in a Ph.D. program in sociology at NYU. While my research interests in sociology--international development and international political economy--are not directly related to my experience at Calvin Hill, the pedagogical training I received as a Harris Fellow has helped greatly with my teaching at the university level. I have been a teaching assistant for three years and am going on a fourth year. When I finish my degree, one potential career path is becoming a professor.

I count myself very lucky for having been able to train in teaching at Calvin Hill. From this experience I realized how important teaching is and also how difficult it is--one must constantly be reflexive and willing to learn and improve. As a Harris Fellow, I learned so much about student-centered teaching and I gradually became a better teacher because of the classes I took, the articles I read, the time I spent with the children, and most importantly, the guidance I received from the other teachers and my mentor, Winnie. Looking back, I think the mentorship part of the program was the most influential and transformative for me. I learned from Winnie that teaching is a very thoughtful process and is most effective when it involves creating the conditions for students to learn and discover for themselves.

I have grown as a teacher while in graduate school because I have tried to recreate the supportive structures I had at Calvin Hill. I have sought out training opportunities and advice from other graduate student teaching assistants and some professors. I have also continued some of the practices I picked up at Calvin Hill: making lesson plans and evaluating them, writing in a teaching journal, and reading literature on pedagogy when I can.

Kenyatta Scott (2003-2004) B.A. University of Illinois at Chicago in Sociology. Five years post-fellowship, Kenyatta is enrolled in a program to become a Speech and Language Pathology Assistant.

Exit Evaluations Reflections: I loved being around an environment where the child is heard and respected. I feel blessed just to have been part of the dynamic that is and makes up Calvin Hill. Like one parent told me, "It is not just a school but a way of life and living". In contrast to public schooling, the Calvin Hill experience is definitely one where I could see people having a new respect, love, and understanding of the importance of teachers.

Five Years Post-Fellowship Reflections: I was sad when my year was up but I knew that I had learned a lot that I would carry on with me long after I left. I worked for a while when I returned to Chicago. Eventually I enrolled in a Speech and Language Pathology Assistant program, from which I am graduating in May 2010. I will be working in the E.I. sector (Birth to Three) doing play therapy with the children, focusing on speech disorders. I know my experiences as a Harris Fellow helped foster my commitment to helping children.

Amy Berliner Carson (2003-2004) B.A. Harvard University in Psychology. In 2006, at two years post-fellowship follow-up, she was and Early Childhood Education Policy Fellow at Columbia University.

Exit Evaluations Reflections: My experience as a Harris Fellow has been, more or less, just as I imagined it would be. Some of the things I hoped and expected to find this year were a supportive working and learning environment at Calvin Hill; increasing responsibility in the classroom as I felt ready and able to handle it; greater knowledge and understanding of the roles of teachers, psychologists, and social workers; and a better idea at the end of what direction I wanted to take my own professional life. I found all of these, but there were some other things, as well, that I hadn't thought about beforehand. I didn't realize how much I would learn about parents and families. This year taught me so much about all the factors that affect a family and how the personalities of parents and children interact and how to understand the behaviors of parents and children. I came to the Harris Fellowship knowing that I wanted my career to involve working with children and families, but unsure of the capacity in which I wanted to do that. My main idea before starting the Fellowship was to get a degree in social work and become a school social worker. I never really saw myself as a teacher. My year here, both at Calvin Hill and the Child Study Center, has completely changed all that. It has set me on an entirely new course, about which I am more excited than I ever felt about the prospect of being a psychologist or a social worker. Something clicked with me shortly after starting here; I was fascinated by everything I was learning about running a classroom, designing curriculum, handling various issues that arose among the children and families at Calvin Hill. At the same time, my mornings at the Child Study Center were demonstrating to me that I really didn't want to follow the path of the psychologists and social workers there—learning about doing psychological assessments and having play therapy sessions with individual children was not speaking to me the way that my experience at Calvin Hill was.

Two Year Post-Fellowship reflections: My year at Calvin Hill really turned my world upside-down - in a good way! While always knowing that I wanted to work with children, I never imagined myself in education - I had thought I would follow a path more towards psychology or social work. After my year at Calvin Hill I knew that I wanted not only to stay in the field of education, but that I wanted to stay in early childhood education. There was something so incredibly rewarding about working with such young children, knowing that I was helping them form the foundation for all the learning that will follow.

Since I finished my Harris Fellowship, I have been working in ECE policy research with Sharon Lynn Kagan, PhD at Columbia, learning more about the field than I ever imagined I could know! From here I feel like I have many options for where to go and what to do within the ECE field, but

I have also realized over the last year and a half that one of the things I liked most about my year at Calvin Hill - though I couldn't have put my finger on it at the time - was the actual teaching. So my next job will certainly take me back to the kids!

Five Year Post-Fellowship follow-up: I am currently teaching Kindergarten at a Jewish day school on the Upper West Side of Manhattan. I am also enrolled at Bank Street in their master's program in Early Childhood Leadership. Calvin Hill was absolutely formative of the professional choices I have made, both in the types of opportunities I've pursued and in the way I've approached them. I consider it a real blessing that my first teaching experience was in a place that values children so highly, that follows their lead and that is, as Carla says, very intellectual without being very academic. Starting there gave me the confidence and the courage to pursue those goals in my own teaching even when those around me don't (or don't seem to) value them as highly as I do. Calvin Hill also gave me some of the most incredible mentors I have ever had and that has had far-reaching effects for me, only some of which I can even put into words. A good mentor is simply inspirational. From my experience at Calvin Hill, I recognized the importance of seeking out good mentors wherever I go, and I developed a sense of responsibility and a desire to provide mentorship to newer teachers. My decision to pursue a degree in leadership stems, I think, from the combination of my wonderful mentors at Calvin Hill as well as the role model I had in Carla.

Jennifer Hepps (2002-2003) B.A. Harvard in Psychology and Biology. In 2006, at three years post-fellowship follow-up, she was completing medical school at University of Pennsylvania, planning to begin her Pediatrics residency at Walter Reed Army Medical Center/Bethesda Naval Medical Center.

Exit Evaluations Reflections: This year, I learned not only about early education and clinical child development, as the fellowship promised, but also about such personal insights as how my education affected how I think and observe. The clinical child development seminars at the Child Study Center provided me with a framework for understanding young children. The interactions that I saw at the Child Study Center, between social workers, psychologists, and psychiatrists, reinforced my desire to work with such proactive, concerned professionals. The framework that I got at the Child Study Center, as well as the observational opportunities I enjoyed at Calvin Hill, enabled me to grow into a unique member of the teaching team. In addition to learning about child development, I learned about myself this year. I know that my reflecting about education versus medicine will enhance my success in the latter. I will also be a more fulfilled person because of my time as a Fellow.

Three Year Post-Fellowship reflections: On the first day of my Pediatrics rotation at University of Pennsylvania School of Medicine, my attending physician proposed an analogy between his field and veterinary medicine. He said that, just as veterinarians must master species-specific physiology and pathology, pediatricians must learn the different developmental changes and disease manifestations of each age group. At that moment, I realized that the Harris Fellowship I had completed prior to medical school offered me a distinct advantage. As a teacher at Calvin Hill, I received "field training" in the "habitat" of the three to five-year-old child. I learned about this "species'" emotional development: for example, a birth in the family may elicit regressive behavior. I learned about their cognitive development: for example, preschoolers engage in pre-logical, or magical, thinking. Similarly, as a student at the Yale Child Study Center, I complemented my growing knowledge of normal development with observations of abnormal development. I learned how to identify behaviors indicative of Autism Spectrum Disorders, and I learned how to stage these according to the validated Denver Developmental Screening Test.

These experiences have enriched, and in turn enabled me to excel, in my Pediatrics education. Because I know about their emotional and cognitive development, I can more adeptly take a child's history. Because I am familiar with both normal and abnormal development, I can more informatively assess behaviors that reflect disease-induced stress. I will begin my Pediatrics

residency in 2007. I plan to specialize in Developmental Pediatrics, a field that mirrors the dual experiences I received through the Harris Fellowship. In particular, Developmental Pediatrics address common behavior problems of childhood— including sleeping, eating, and elimination disorders, as well as less common developmental disorders— including autism, cerebral palsy, and mental handicaps. Just like my experiences at Calvin Hill and the Child Study Center, this field of pediatrics will allow me to appreciate the entire spectrum of child development. It will allow me to connect with, not only every “species” of child from infant to adolescent, but also every subgroup— from the so-called ‘normal’ child to the developmentally-disabled.

Sarah Farnham (2002-2003) B.A. Trinity College in Theater and Dance. In 2006, at three years post-fellowship follow-up, she was pursuing graduate work at Lesley University in Expressive Therapies and mental health counseling.

Exit Evaluations Reflections: My time as a Harris Fellow has greatly increased my understanding of children and allowed me to feel more confident in my future work. During my time in the classroom I have learned about curriculum and how to plan around what interests the children. Now I feel I am very confident in my ability to teach and handle situations that may arise when working with them. I have learned a tremendous amount about children and find my time at Calvin Hill invaluable for the things I have learned.

Three Year Post-Fellowship reflections: One of the most important aspects of the fellowship that I experienced was the mentoring involved. The teachers were very skilled and helpful in explaining and offering advice and instruction, while also letting me test out my own abilities. I felt able to use my creativity and was encouraged to try new activities with the children.

The fellowship also helped clarify for me my future directions. I was unsure whether I wanted to go into education or the helping professions. By spending time and taking seminars at the Child Study center I was able to see that working with children and families in a therapeutic capacity was more my passion than the educational setting. I was able to make my decision to attend school for expressive therapies and mental health counseling.

Being in the Child study center environment was exciting for me. Taking the seminar on psychopharmacology was very helpful in opening my understanding of medication and its uses. I found that during my studies in graduate school I called upon the foundation that the seminars built. I also had a much clearer understanding of development from seeing first hand how the children behaved in the classroom.

Anne Close (2002-2003) B.A. Amherst College in Psychology and History. In 2006, at three years post-fellowship follow-up, she was attending Temple Medical School in Philadelphia.

Exit Evaluations Reflections: One of the most important things I learned this year is listening to children and planning activities around their ideas. As soon as I learned to pay attention to the questions children were asking and the things they worried about, it was much easier to have more successful group times. Perhaps the best part of being in the classroom this year is watching how much the children have grown and changed. In certain ways the Child Study Center has helped to point out to me what an idyllic learning environment can do to help a child. We have spent hours at the Child Study Center discussing not only the pathological problems that hinder children’s development but also the flaws in the school system and the healthcare system. My experiences as a Harris Fellow will provide an excellent basis on which to begin my study of medicine. I hope that I can use my knowledge to make a difference in children’s lives.

Three Year Post-Fellowship reflections: I recently went to a bookstore to purchase books for a friend’s children and was immediately brought back to my year at Calvin Hill. Searching for

Roxaboxen, Miss Rumphius, and Toot and Puddle, I could not help but think of afternoons reading with the children- their enthusiasm and curiosity astonished me, and it is an ideal I hold for myself in my own studies. Following my year as a Harris Fellow, I spent a year as a post-baccalaureate at Bryn Mawr College during which I worked at the Bryn Mawr Child Study Center. I helped in a classroom with boys on the PDD spectrum with language delays; this classroom provided different challenges than the kindergarten at Calvin Hill but I felt prepared because of my work in the kindergarten and my experiences at the Yale Child Study Center. I look forward to many future opportunities to use the knowledge I gained during my year as a Harris Fellow, an experience that will prove invaluable when eventually I am working with patients and their families. However, the core values I was taught by the other teachers at Calvin Hill I have the chance to use on an almost daily basis: patience, kindness, curiosity, and the knowledge that if you treat others, including children, as individuals with an important voice and opinion, you can be amazed by how much they can do. I am thankful for my experience as a Harris Fellow.

Six year Post-Fellowship follow-up: Anne is in the middle of a general surgery intern year at Temple Hospital. She graduated from Temple University Medical School in May.

Mara Tieken (2001-2002). B.A. Dartmouth College in Psychology. In 2003, at six months post-fellowship follow-up, she was a public school teacher in Vanleer, Tennessee, a small, rural town in middle Tennessee.

Exit Evaluation Reflections: I try to catalog the knowledge I gained from this year. I can easily name several things I learned: The entire classroom experience can be educational...Learning is a process...Understanding a child's motivation is essential to his or her learning...Patience is a state of being...A dedicated adult can change the life of a child. I see how important teachers are to the children of Calvin Hill and I know that I have chosen a truly important profession. I want my classroom to be like Calvin Hill. I want it to have the beauty of its space, the curiosity and passion of its students, the captivation of its curriculum, and the spirit of its staff. I have learned a great deal, and I know this Fellowship will serve me well in my own classroom. Never again will I have the opportunity to be surrounded by such dedicated, talented teachers, and their support, encouragement, and example have provided me with the most thorough training I could ever hope for.

Six-Month Post-Fellowship Reflections: I have had an experience few other teachers are lucky enough to have—a more complete understanding of child development. And this knowledge gives me a highly useful, although, unfortunately rare perspective. Rather than understanding my children for a moment in time, a year in their life, I have the value of a linear perspective—I know where they begin, what development should have already occurred, and what work I need to do...I don't know if I can express how necessary it is to have this sort of knowledge and practical experience in public school, especially the sort of under-privileged district in which I work...So many seem to view teaching as a profession of last resort, and for a year at Calvin Hill and the Yale Child Study Center, I could be exposed to teaching as a profession, as a career, as an important, valued, exciting, weighty responsibility...This Fellowship is the kind of training that teachers need when they begin their first day. This kind of instruction—this rigorous, hands-on, observational, multi-disciplined, academic training—is the beginning of an answer to the educational questions our government is currently asking.

Sarah Frenning (2001-2002). B.A. Carleton College in Biology. In 2003, at six-month, post fellowship follow-up, she was a first year medical student at University of Minnesota.

Exit Evaluation Reflections: My time here has been full of experiential learning. The dual educational and clinical settings have given me the chance to both gain teaching experience that I would not get otherwise, and to get a preview of paths I may take in medicine. What I have gained in my time at the Child Study Center and at Calvin Hill, is both knowledge and skills that I

could not have learned from simply reading a book, knowledge and skills that will help me in choosing and fulfilling my future in medicine. My time (here) has focused the way I think about children and how I want to work with them.

Six-Month Post-Fellowship Reflections: My experience as a Harris Fellow...helped me to mature in my skills interacting with children, and helped me to understand child development in a way that psychology textbooks, and most definitely medical textbooks do not allow. I also took away an incredible model of early childhood education from my experiences at Calvin Hill. At the Child Study Center, I put that knowledge into the context of abnormal development. The organization and multi-disciplinary nature of the Center is a model that I will bring on to any institution that I work in. The integration of social work, nursing, psychology, and medicine is incredible. Although it is still early in my educational experience, the Fellowship made me fairly sure that my future practice will be helping young children with developmental delays.

Seven Years Post-Fellowship Follow-up: Sarah finished her pediatric residency at University of Minnesota in June 2009. In July 2009, she left for Ethiopia with the Pediatric AIDS Corps, though Baylor University for at least one year.

Sarah Mueller Kadzielski (2001-2002). B.A. Wellesley College in Psychology. In 2003, at six months post-fellowship follow-up, she was a first year medical student at Tufts University Medical School.

Exit Evaluation Reflections: For many years, I have been sure that I wanted to work with children "when I grow up". I am pleased to say that this year has strengthened both my resolve to do so and my certainty that working with children will emerge as the right decision for me. I learned about working with parents from two angles: that of the teachers at Calvin Hill and that of the mental health professionals at the Child Study Center...I gained exposure to fields I had never even known existed, like child psychiatry, clinical social work, and developmental pediatrics. In fact, child psychiatry and developmental pediatrics are both on my list of possible careers. I have also gained appreciation for a multi-disciplinary approach to working with children and taking multiple perspectives into account in order to treat the whole patient, and not just one symptom. In combination with teaching at Calvin Hill, I acquired knowledge of developmental norms from the Child Development Unit (at the Child Study Center)...I am now more familiar with negotiating the system of counseling and social services for children...Practicing medicine is a form of teaching, as one must convey to parents and their children what is going wrong, what one will do to solve the problem, and how patients themselves can maintain their well-being...I am at ease with children and have gained a broad understanding of child development and developmental norms, gained from the CSC seminars and from experiential learning at Calvin Hill.

Six-Month Post-Fellowship Reflections: The Fellowship helped me to decide that becoming a doctor was the right decision for me. The clinical and observational learning at the Child Study Center, combined with the experiential learning as a teacher at Calvin Hill Day Care Center and the resources of the Yale University Community all factored into my decision to pursue a medical education.

While I was teaching at Calvin Hill, they were also teaching me...I learned so much about what to expect from "typical" children, including the wide range in abilities and individual learning and growth rates, that I will be able to apply to any work that I do with children in the future. This knowledge will help me identify children who are on track developmentally (socially, emotionally, physically, and academically) as well as those who may need special services. From the Child Study Center seminars, the Young Child Team meetings, and clinical cases, I gained insight into developmental testing, evaluating and treating children who may have developmental delays. In both locations, I discovered that working with children involves not only developing special relationships with the children one is trying to help, but also communicating and building trust with the child's parents.

I am motivated to treat the whole patient and identify underlying problems in the child's world. The "whole patient" approach is one I saw modeled by clinicians at the Child Study Center as well as by the experienced teachers at Calvin Hill...Although I still have a few more years before I have to choose a specialty, I am currently interested in learning more about behavioral pediatrics...I cannot emphasize enough how important the fellowship has been, and will be, in shaping my future career as a doctor.

Seven Years Post-Fellowship Follow-up: I finished my pediatric residency at the end of June 2009 at Floating Hospital at Tufts Medical Center. I am now doing a Chief Resident year which involves a combination of clinical duties, precepting/supervision, giving teaching conferences to the residents, and administrative responsibilities. In July 2010 I will start a Pediatric GI (Gastrointestinal) fellowship at Massachusetts General Hospital; that is 3 more years of training and then I will finally be ready to practice medicine!

Jonathan Litt (2000-2001). B.A. Yale University in Classic Civilization. In 2003, at two and ½ years post fellowship follow-up, he was a second year medical student at Case Western Reserve University Medical School.

Exit Evaluation Reflections: The fellowship, with so much hands-on experience in the classroom, seems like a strange occupation for a student headed to medical school. Yet nothing, in fact, could prepare me more thoroughly for a career in pediatrics. I have become a fair assessor of children's needs and a sensible mediator for children's disputes. I have a good understanding of what we can reasonably expect from children. I have also become knowledgeable and sensitive to the issues children face as they grow towards adulthood. My passion for issues pertaining to child health and welfare has broadened and intensified and my desire to act as an advocate for children has burgeoned. I have also gained a new outlook on my own career path as a result of working among a cadre of professionals dedicated to the well being of children and families.

Two and ½ Years Post-Fellowship Reflections: Prior to being a Harris Fellow, I attended Yale University and earned a degree in Classical Civilization. I spent a year teaching English at a private secondary school in Athens, Greece. I chose to apply for the Fellowship because it fulfilled two important objectives regarding my professional development. First, I believe that understanding typical child development is a crucial part of being a doctor for young people. In addition, during my senior year of college, I decided that I wanted to defer medical school matriculation for some time in order to gain practical experience working with children. So much of the practice of medicine is educating patients about their bodies, both in states of health and sickness, and I was interested in having some teaching experience prior to entering medical school. The Fellowship met these goals perfectly.

As a Fellow, I was able to learn about children, the ways in which they grow and learn, both in the academic setting of the Child Study Center and the practical, hands-on world of teaching at Calvin Hill Day Care Center. I learned to speak with and listen to children effectively and sensitively, to present information to young children in a developmentally appropriate manner, and to form reasonable expectations of children based on an understanding of their age and developmental capabilities. I was quite pleased with being exposed to the ideas and tenets of child development and then being encouraged to put them to use while teaching.

The teachers at Calvin Hill are committed to being competent, caring, and thoughtful teachers, a sentiment that applied not only to the children but carried over to the Fellows, as well. Being about to become a teacher and caregiver in the young threes classroom and, in so doing, forge personal connections with the children was extremely enriching. Being a pediatrician, like being a teacher, requires enlisting the entire family in order to serve the needs of individual children. Though daily conversations and at bi-annual parent-teacher conferences I learned a great deal about interacting with families, about being receptive to and attentive to their concerns and needs.

All of these skills will serve me well in my future career as a pediatrician, I am certain. I think that it is a rare opportunity that one finds such a supportive and enriching integration of work and study. The faculty and staff of the Child Study Center and Calvin Hill have given me the tools to become a better physician for children and have encouraged me to be an informed and impassioned advocate for children, families, and early childhood education.

Eight Years Post-Fellowship Follow-up: Calvin Hill has a very special place in my heart. After leaving Calvin Hill and New Haven, I moved to Cleveland, Ohio, where I went to medical school at Case Western Reserve University. I continued to pursue my interest in child health and development designed my own area of concentration of study in child development. While in medical school I became involved in a research project looking at the cognitive outcomes of children born with low birth weight. My research mentor (H. Gerry Taylor) was actually someone whose work I had read while at the Yale Child Study Center, and was thrilled to be able to work with him on such an interesting project. My work with this particular population led me to explore the clinical world of neonatology, and, after completing a three-year residency in pediatrics at University of California—San Francisco, I accepted a fellowship position in the Harvard Neonatal-Perinatal Medicine Fellowship Program in Boston. I am now in my second year of fellowship and am pursuing research questions involving the long-term cognitive and behavioral outcomes of NICU graduates, particularly specific disorders of learning and memory, academic achievement, and autism spectrum disorders.

I was also awarded a position in the Harvard Pediatric Health Services Fellowship Program, aimed at preparing young investigators for careers in pediatric health services research. The fellowship provides structured mentorship and didactic seminars in addition to salary support and tuition at the Harvard School of Public Health. As a result, I am currently working toward a Masters in Epidemiology to support my research career.

Anneliese Bass (2000-2001). B.A. Wellesley College in Psychology. In 2003, at two and ½ years post fellowship follow-up, she was conducting research as part of the NICHD Study of Early Childcare and Youth Development at the Wellesley Centers for Research on Women.

Exit Evaluation Reflections: Through Calvin Hill I have gained a working understanding of quality early childhood education...Working in the day care classroom has offered me so many moments of joy. I have been able to experience first hand what participation in full-day quality day care entails, taking in the perspectives of parents, teachers, and children alike. I have learned how much work it takes to create a challenging and supportive environment for children. I have seen just how necessary open lines of communication and trust are between parents and teachers. In taking on an active role as a participating teacher in the classroom, I have begun to understand just how much individual and group effort, teamwork, and planning is involved in taking care of children's everyday needs. At the Child Study Center, I've enjoyed fully immersing myself in the role of a student, absorbing and learning from all I see there. I have been continually impressed with the quality teaching and guidance I have encountered. I have been awestruck by the careful and conscientious work the clinicians do there every day. I now realize just how many people become involved with young children in order to care for their best interests... If I still don't have a concrete sense of my future work with children, it is precisely because this program was so well suited to my interests, and I still need to work out what combination of educational and clinical work with children will best challenge and utilize my skills.

Nadya Pancsofar (1999-2000). B.A. Vassar College in Sociology. In 2003, at two and ½ years post fellowship follow-up, she was a Ph.D. candidate in Early Childhood, Families, and Literacy in the Education Department at the University of North Carolina at Chapel Hill.

Exit Evaluation Reflections: My experience in the classroom at Calvin Hill was truly an in-depth teacher training. I felt well supported by other teachers in my classroom, and most specifically, by Meg, (my mentor) and Carla (the director). Meg has been an exceptional mentor, not only in terms of professional support and guidance, but also as a model teacher. Her skills as an educator and her sophisticated understandings of child development and early childhood education are truly inspiring...Coupling the study of early childhood education with that of clinical psychology, psychiatry, and social work is useful in many different ways. One's understanding of child development and the perspective and experiences of young children can only be enhanced and deepened through a multi-disciplinary approach...Coming to this experience with little knowledge or experience related to clinical work, these courses helped me to understand these clinical services for young children.

Professional fields regarding the health and well being of young children are deeply related and interdependent, yet few training programs are multi-disciplinary. This fellowship couples extensive work with young children at Calvin Hill Day Care Center with theoretical studies and discussions from a variety of educational and clinical perspectives available at the Yale Child Study Center. The result is a program that develops a rich professional understanding of young children and their world...Perhaps not surprisingly, over the year, my professional interests simply grew, as I worked with and learned from many experts in the fields of education, child psychology, psychiatry, pediatrics, and social work. From these professionals, I gained a deep understanding and appreciation for child development and the perspectives of young children.

Two and ½ Years Post-Fellowship Reflections: After I completed the Fellowship, I was eager to apply my newly developed teaching skills and understanding of child development in a school that I felt was in great need of such well-trained individuals. I took a position as a lead teacher in an inner-city children's center in the Mission Hill neighborhood of Boston. I spent two rewarding years teaching in this classroom, during which time I faced challenges that I never could have expected. My students lived in a dangerous neighborhood with regular crime and violence, and many of my students had behavioral problems or developmental delays. However, the skills I learned as a Fellow made me a very strong teacher. My mentors at Calvin Hill had provided me with excellent models of how to respect children and families and how to meet the individual needs of each child. These skills were invaluable and I felt that I was able to make a real contribution to my new community.

Not only did the Fellowship prepare me for challenges within the classroom, but also for the process of making referrals for developmental testing and therapeutic services. Because of my experiences at the Child Study Center, I was able to better inform the parents in my community about developmental assessments and treatments. I was also better able to collaborate with pediatricians and clinicians in developing individualized goals for my students.

In looking for a graduate program in child development, I selected UNC—Chapel Hill because it supports multidisciplinary learning and collaboration. From my experiences as a Fellow, I understand this approach to the study of child development is absolutely vital. At UNC-Chapel Hill, I am working with Lynne Vernon-Feagans on the Family Life project. This project is a landmark study of child development from birth to five years in rural poverty. The scope of this project is tremendous and interdisciplinary, as investigators include psychologists, sociologists, pediatricians, economists, and anthropologists.

I have no doubt that the Fellowship was absolutely central to my passion for working with and studying young children and their families, as well as my successes in these efforts. The Fellowship is a wonderful opportunity to develop strong professionals and academics in the area of early childhood who come from a variety of backgrounds and hold many professional interests. I believe that the Fellowship is crucial to improving the quality of education, care, and services available to young children and their families. This Fellowship should serve as a model for other training programs for professionals working with young children.

Nine Years Post-Fellowship follow-up: I am an Assistant Professor in the Department of Special Education, Language, and Literacy at The College of New Jersey. I completed my Ph.D. in Education (focus on Human Development) from The University of North Carolina at Chapel Hill. My research has been centrally focused on the role of fathers in children's early language development, but my interests are much broader on child development and family processes in the context of poverty as well as building home-school partnerships. Prior to my graduate studies, I worked for several years as a lead teacher in a Preschool classroom in Boston. I still miss the energy and joy of working with those young children!

Currently, I teach courses on language development, educational psychology, and collaboration to undergraduate and graduate students. As I am a member of the Special Education faculty, my students are primarily Special Education majors, but I teach a multidisciplinary bunch, including students from deaf education, psychology, music education, early childhood, elementary, secondary, tech ed., nursing, as well as those preparing to enter Speech and Hearing Sciences graduate programs.

The Harris fellowship was my first introduction to truly interdisciplinary collaborative work, and this has been a defining theme throughout my professional and academic work. As I teach "teaming" to my graduate students in my collaboration class, I continue to draw on those early experiences with the Yale Child Study Team, and most importantly, the wonderful group of teachers at Calvin Hill. I am very grateful for my experiences as a Harris fellow that provided me with the foundational skills and knowledge for my career in education.

Greg Miller (1999-2000). B.A. Brandeis University in Psychology. Exited the fellowship to begin a master's program in Public Health at Boston University.

Andrew Gardner (1998-1999). B.A. Wesleyan University in American Studies. M.A. Bank Street College of Education. In 2003, at three and ½ years post fellowship follow-up, he was teaching first grade at Manhattan Country School in New York City, a private elementary school with a sliding fee scale and 50% minority enrollment.

Exit Evaluation Reflections: Working with (three and four year olds) has been a tremendous blessing in my development as a teacher...Working with young children...forced me to become a more well-rounded teacher...It was great to have so many wonderful people watching out for me during my first year of teaching. They supported me and believed in me, I think more than I believed in myself...(They) created a very safe environment in which to take risks...In the ups and downs of first year teaching, it was extremely helpful to have a mentor... It was so nice to have time devoted expressly to my needs...As a teacher, (my classes at the Child Study Center) helped me think about what signs I can recognize in my classroom of mental health or developmental issues, and what services are available to these children and families.

Three and ½ Years Post-Fellowship Reflections: While attending Wesleyan University, I became particularly concerned with social justice and was drawn to education because the connection between strong education and social mobility was clear. I wanted to fulfill this need to work for social justice but I also wanted to experience a position at a high quality institution where I could be mentored and see a model. While in New Haven, I learned a tremendous amount about high quality, developmentally appropriate practice. I also fulfilled my need to work with a diverse group of people because Calvin Hill possessed a unique sliding tuition scale that allowed many members of the multicultural New Haven community to attend. Furthermore, I observed the careful leadership skills needed for development and maintenance of a culturally and socio-economically diverse school community.

After my year in New Haven, I spent two years teaching 2nd grade at the Children's Storefront: a high needs, tuition free, private school in East Harlem, New York. After a frustrating and tiresome experience there, I strongly considered quitting the profession. However, reflecting on my

experience during the Fellowship helped me to choose to enter graduate school in elementary education instead. The Fellowship had illustrated the crucial link between teaching, research, and professional growth. I realized that I needed more time to learn about the art of teaching, and remembered the satisfaction I felt with the exposure to high quality teaching, important research, thorough evaluations, and a strong community during my year in New Haven. I chose to attend Bank Street College while teaching 1st grade at Manhattan Country School. The choice to teach at Manhattan Country was deliberate and in line with the values I solidified while at Calvin Hill. The school is small, enrolls over 50% minority children and also possesses a sliding tuition scale. I continue to learn a great deal about the gentle touch needed to create small, diverse, democratic communities. Now that I have been a member of three schools with alternative admission and tuition policies (two of them successful), I am realizing my goal to establish another school like them. My experience as a Fellow has played a crucial role in my development as a current teacher and future leader.

Ten year Post-Fellowship Follow-up: I am now an "educational technologist" at The School at Columbia University. I work with 3rd, 4th and 5th graders integrating technology and computers into their curriculum. Instead of working in a computer lab, I go into the classrooms and work with individual children and their laptops. We design Greek temples, curate portfolios, and make podcasts. I've gotten some recognition since I've been working at The School, and was named an Apple Distinguished Educator in 2007 and a Google Certified teacher in 2008. I've also started working part time for Apple, doing project development for school districts using Apple computers. I often think back fondly about my experiences at Calvin Hill!

Roselia Guillen-Santana (1998-1999). B.A. Harvard University in Biology. In 2003, at three and ½ years post fellowship follow-up, she was a fourth year medical student at Yale University.

Three and ½ Years Post-Fellowship Reflections: I read about the Harris Fellowship in my college career newsletter. I had been working with Jumpstart for 4 years, a program that pairs college students with preschoolers struggling in the classroom. I wanted ...to continue working with children. I was, and still am, planning to become a pediatrician and I felt that working in schools would benefit the care I will provide my patients in the future. I learned a lot during my fellowship. One of the most surprising things I learned was that pediatricians receive minimal training in child development during their training. I hope to use my experiences working in the classroom to provide guidance and reassurance to parent's questions about their child's development. I am currently in my 4th year of medical school. I am applying for residency in Pediatrics. I think the fellowship continued to strengthen my love of children and enhanced my skills in interacting with and caring for young children.

Ten years Post-Fellowship follow-up: I worked as a Harris Fellow the year prior to entering medical school. I knew that I wanted to become a pediatrician for many years. Medical school and pediatric residency taught me how to care for children's illnesses. As a Harris Fellow, I learned a great deal about how children learn, interact and respond to caretakers and each other. Knowing how to redirect and discipline in a positive way has helped me advise parents in my practice. For example, many parents become frustrated and tired of having to tell their toddlers the same thing over and over again. They often think there is something wrong with their child or they are just trying to give them a hard time. Of course, this behavior is normal and part of a child's learning process. I try to reassure them and provide tools to help parents work through these and other frustrations. As a mother of two young children (2 and 4 years old), I often fall back on what I learned at Calvin Hill to help raise my own children. I believe the Harris Fellowship provides a wonderful experience for anyone who plans to work with children and families.

Caitlin Pike (1997-1998). B.A. Yale University in English. M.A. Bank Street College of Education.

Four and ½ Years Post-Fellowship Reflections: Through the Harris Fellowship, I was able to attend classes at the Yale Child Study Center. The discussions I participated in and the lectures I attended were eye opening and greatly increased my knowledge of early childhood development. One of the amazing things about the Yale Child Study Center is that it is a place where people from all different professions come together united by their interest in children. Talking with pediatricians, social workers, psychologists, psychiatrists, and educators helped broaden my perspective.

No matter how much you learn in the classroom, however, it cannot begin to compare with how much you learn actually working with children. Working at the Calvin Hill Day Care Center was an incredible growing experience. The environment of Calvin Hill was warm and supportive, not just for children, but for staff as well. My co-workers were so experienced and knowledgeable. They served as wonderful mentors whose advice and support influences me to this day.

Since my time in New Haven, I have continued to work in the field of education, teaching children ages three through ten. I left the Fellowship in 1998 and spent a year as an executive assistant at Teaching Strategies in Washington, D.C. I then spent a year as a Head Teacher in the Alexandria Community Network Preschool, in Alexandria, VA. I then entered Bank Street School of Education in New York, and student taught children through fifth grade. The Fellowship was a wonderful learning experience for me and provided an invaluable base from which to launch my career in education.