

**Courage to Teach Program
Lewis & Clark College
Summer 2013**

Dear Colleague,

We are pleased to extend an invitation to you to participate in our Courage to Teach program for the years 2013-2014. The program is designed especially for pre-K-12 teachers, those of whom society demands much but rewards little in terms of encouragement and support. Others who participate in the lives of pre-K-12 students might also be interested in this work: counselors, administrators, teachers outside of the classroom. The Courage to Teach focuses neither on teacher techniques nor on school reform; instead, it focuses on renewing something much more personal: the inner life of the teacher.

In large groups, small groups, and solitary settings, participants explore "the heart of the teacher." Teachers share stories from their own journeys, reflect on classroom practice, and draw upon the insights of poets, storytellers, and diverse cultural traditions. The program invites teachers to speak honestly about their lives as educators, and to listen and respond to each other with encouragement and compassion. Included on a following page are comments from participants in Lewis & Clark Courage to Teach retreats to give you a sense of what this experience has meant to others.

Because inner work takes time, participants in the Courage to Teach are asked to commit themselves to faithful attendance at four retreats scheduled from Thursday evening through Saturday lunch between October 2013 and July 2014. These sessions are held at retreat centers throughout the Pacific Northwest. Between retreats, participants are offered opportunities to stay in contact with each other and to continue their inner growth. Participation is limited to 24 educators.

We are explicitly seeking to attract novice and well as experienced teachers. Our hope is that informal mentoring relationships will form during retreats that will provide a community of support for people just coming into the education profession.

The Courage to Teach program is a national effort based on the writings of Parker Palmer, Ph.D. If you are interested in learning more about the program and reading articles about this work, please visit our website at https://graduate.lclark.edu/programs/oregon_courage/ or the Center for Courage and Renewal's site at <http://www.couragerenewal.org/>.

Applications will be accepted until the retreat is filled. We hope you will join us. If you have any questions, please call us and leave a number and time when you can be reached.

Best wishes,

Sherri Carreker
carreker@lclark.edu

Ruth Shagoury
shagoury@lclark.edu

Andie Cunningham
andiec@lclark.edu

RETREAT DATES:

***Faithful attendance at the retreats solidifies the community. Please do what you can to ensure these dates work for you.

FALL: October 3-5, 2013, Menucha Conference Center, Corbett, Oregon

WINTER: January 16-18, 2014, Menucha Conference Center, Corbett, Oregon

SPRING: April 17-19, 2014, Anderson Lodge, Ariel, Washington

SUMMER: July 24-26, 2014 TBD

FEES FOR THE PROGRAM: The Courage to Teach program includes four retreats and is taken for four semester hours of graduate level credit. Payment for the four retreats is handled in two installments, one at the fall retreat in September for two semester hours and then again at the spring retreat in early April for the remaining two hours. Regardless of this arrangement, participants are expected to attend all four retreats. The additional \$150.00 deposit guarantees your place in the program and to covers initial retreat costs, etc. Credit from this work may be applied to the renewal of a teaching license as well as our own Masters program. It is not uncommon for districts to reimburse teachers for a significant share of the program expenses as part of their professional development.

Deposit: \$150.00 upon acceptance to the program

Fall 2013: \$1408.00 for 2 semester hours of graduate-level credit. Most of this amount is reimbursable by most districts.

or

\$700 for 2 semester hours of continuing education credit

Spring 2014: \$1408.00 for 2 semester hours of credit

or

\$700 for 2 semester hours of continuing education credit

DEADLINE: Applications will be accepted until the program is full. Please submit an application as soon as possible for applicants will be accepted on a first-come-first-served basis.

HOW TO APPLY:

Applicants must submit the following materials:

- 1) A completed application form (see below)
- 2) A professional vitae/resume outlining your relevant academic and/or professional experience
- 3) A personal statement briefly explaining:
 - How you envision your future as a teacher
 - Your reasons for seeking participation in this program
 - How you expect to benefit from the program

Send completed application and supporting materials to:

Andie Cunningham
Graduate School of Education and Counseling
Lewis & Clark College
0615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899

Application Information

Name (please use the name you wish to be addressed as):

Address:

Phone:

Email address:

School currently teaching in/ Grade/ subject:

Years teaching:

The Courage to Teach program encourages diverse learning circles. Your answers to the following focuses are helpful but not required:

Age:

Gender:

Ethnicity/Cultural Identification:

Courage to Teach Participant Comments

"Courage to Teach has helped me to be mindful of my teaching. I'm learning the importance of listening to myself, my students, my school. By listening I'm able to be more mindful of the needs of my community. It is too easy to get caught up in the hubbub of schools these days and not take the time or care that is needed to do the job. I'm taking time to see the child as a whole person. Involving their families and futures has always been important to me. However, Courage to Teach reminds me of the importance of this. I'm learning that being positive is much more effective in the long run than being negative. It is very refreshing to have colleagues, families, friends, neighbors, etc. back home commenting to me that I'm a good listener. Before Courage to Teach, I was never told that. I seem to have been successful in taking many of these skills back home. Without even being aware of doing it, I have become a better listener."

"Courage to Teach brings to education a process of reflection that acknowledges the human spirit as an essential and legitimate part of the essence of learning. CTT retreats have helped me work to further my understanding and work more effectively to promote a nurturing environment for students that honors their human spirit."

"More than anything I feel that I am changing in the way that I am "being" in my life. It feels like a whole new "way of being" in the world with others but also with myself. It has manifested itself in the pace of my living – in how I listen to others -- and in providing myself a space to be silent and still. Also, the whole of idea of community has changed somewhat for me. I think I am more intentional about everyone being a part and having contributions – trying hard to be present in whatever community I am a part of."

"Courage to Teach has given me an appreciation for silence and an understanding of what I can gain from listening with intention. CTT has helped me to recognize challenges I face that keep me from finding my true self. I am thankful that CTT is a two-year program. I am realizing that, like some of the young children in my class, it takes me a while to develop relationships. Feeling a sense of community and arriving at trust and respect are so key to the work we are doing."

"I am reaping a community of personal and professional voices. The feelings of validation give me the courage to speak my heart to my students and hope that they will begin to see themselves as a community of learners, as human beings – big word! – sharing life experiences, helping them recognize and determine values, ethics, and meaning making. I am recognizing my own set of values, and they are now ever-present – not latent, tucked away behind curriculum and other non-flexible demands."

"I am enjoying teaching more. I have returned to the heart of teaching. My priorities have changed, and I am very aware of how my students need to feel my caring and acceptance to do their best work. I am learning to be 100% present wherever I am and whomever I am with. I feel nurtured, valued, even treasured."