



Session Descriptions & Presenters' Bios

Denver, CO

June 18 – June 19



NoChild 
LeftBehind 

www.ed.gov/teacherinitiative

A Cognitive Strategy for Inclusion Classrooms

Subject(s): Civics, History, Inclusion/ special education

Grade(s): 6-12

Learn a strategy designed to increase student achievement in your inclusive classroom by helping your students gain meaningful understanding of sophisticated concepts. This deep understanding of concepts is a critical ingredient for students to demonstrate mastery in written assessments. The RELATE Think Sheet is a content enhancement developed by Edwin Ellis shown to be an effective tool in raising achievement of students with learning disabilities and is a powerful way to help all students in inclusive settings. During the first half of the workshop, you will gain insight into the strategy's underpinnings and learn how to use it in your classroom. During the second half, you will have time to practice so you can leave ready to use RELATE in your middle or high school content area classroom.

Matthew Curran

Matthew Curran is currently a teacher at Walt Whitman High School in Montgomery County, Md. He is certified in special education and social studies. Matthew has taught both inclusive and self-contained special education classrooms and is the case manager for students with emotional disabilities. Matthew has a bachelor's degree in political science and a master's degree in special education with a focus on student transition. Formerly, he was the director of experiential education at For Love of Children in Washington, D.C. Matthew is the recipient of the Teachers 2000 Fellowship at the George Washington University.

A Tale of Two Trails: The Oregon and Santa Fe Trails

Subject(s): History

Grade(s): 7-9

Participants will explore the commonalities and differences of the Oregon and Santa Fe Trails in the development of the United States. Instructional strategies include primary source reading, graphic organizers, jigsaws, writing across the curriculum and map activities. A component of the session will also include how to use the National Park Historic Trails to enhance teaching.

Amy Trenkle

Amy Trenkle is an eighth grade U.S. history teacher at Stuart-Hobson Middle School in Washington, D.C., where she has been teaching since 1999. She is a National Board Certified Teacher in early adolescence social studies/history. Amy believes in experiential learning and using the museums in her city and across the country to make concrete connections for her students to their history curriculum. She has served on several advisory boards to local museums, including the Smithsonian Center for Education and Museum Studies, the National Museum of American History, the Newseum and the National Building Museum. She is an active participant in the DC Council for the Social Studies, National Council for the Social Studies, and DC Geographic Alliance. Amy was the recipient of the DC History Teacher of the Year Award in 2005 as sponsored by the Gilder-Lehrman Institute and the James Madison Fellowship in 2007. Currently, Amy is serving as an adjunct professor of education at American University. During the summer, she enjoys traversing the country on historic trails (Lewis and Clark was her favorite!) with her husband and their dog, Soba.

Analyzing Student Work To Focus Instruction

Subject(s): Looking at student work, Reading, Writing

Grade(s): 4-9

Reading and Writing is a symbiotic relationship; they need each other to succeed. In an increasingly demanding world of literacy, it has become critical that students know how to write effectively. This interactive workshop will allow participants to experience a process used to analyze student work and determine what students need to help them meet or exceed standards. Participants will leave with strategies on how to focus instruction in order to develop good writers.

Michelle Thompson

Michelle Thompson is currently a reading specialist at Sequoyah Middle School in DeKalb County, Ga. She is an active member of the DeKalb County Professional Learning Corps and a teacher support specialist. Michelle has been educating students from kindergarten through eighth grade for the past twenty years, and her enthusiasm for teaching has also been exhibited through her facilitation and development of workshops for educators, administrators, universities and community organizations as a professional development consultant. Michelle received her bachelor of arts in elementary education at Long Island University in Greenvale, N.Y., her master of special education at City University of New York at Queens College and her supervisor of education certificate at Rowan University in New Jersey.

Charting the Course: A Comprehensive Reading Model Pre-K Through Grade 6

Subject(s): Inclusion/ special education, Reading

Grade(s): K-6

In Anne Arundel County, Md., reading instruction is being strengthened under a three-tiered model whereby service and instruction are shared among all staff, and every student is the responsibility of the school community. Gather information about how to integrate ongoing progress monitoring and accountability through small- and large-scale assessments, identify new instructional designs that will benefit every subgroup and identify the means to ensure that students with disabilities will receive high-quality reading instruction within a seamless instructional system.

Bernadette Grizzell

Bernadette Grizzell is a special education resource teacher and a facilitator for alternative reading interventions for elementary students receiving special education services in Anne Arundel County, Md., Public Schools. She works with students, teachers, principals and district administrators to identify the specific needs of students who are not having success learning to read and then assists schools with implementation of the necessary student support. Bernadette also supervises the literacy support staff and has participated in the design and implementation of the district's recently adopted three-tiered model of reading instruction. Bernadette has a master's degree in speech/language pathology and certification in administration and supervision. She has presented at local, state and national conferences on topics related to special education and speech pathology.



Coins in Your Pocket

Subject(s): History

Grade(s): K-3

Introduction to the H.I.P. Pocket Change ® Web site and how coins are both currency and history in your pocket. Explores the H.I.P. Pocket Change ® Web site and the features available for teachers, students, and parents. Uses H.I.P. Pocket Change ® Web site www.usmint.gov/kids

Chris Rower

Chris Rower began teaching in 1990. She has taught at elementary and middle school levels, working with a diverse student population in New York and Florida, in both elementary and special education settings. Chris holds a Bachelor's degree in elementary education and in special education, and a Master's degree in reading. A member of the American Numismatic Association, Chris has assisted in presenting "Coins in the Classroom," a week long course on incorporating coins in lessons across the curriculum. Chris also spent two years as Education Coordinator with the United States Mint, creating lesson plans and educational content. Chris currently teaches third grade in Indialantic, Florida, where she has also served as grade level and school improvement chair.

Comprehension Strategies for Secondary Students

Subject(s): Reading

Grade(s): 6-12

Research indicates that 100 percent of students entering high school are at risk of failing due to the increased demands and difficulty level of content reading. Secondary students need strategies to help them to find meaning in difficult texts. In this session, participants will engage in a variety of research-proven comprehension strategies that can be adapted for use in multiple content areas.

Tracy Wilson

Tracy Wilson is the reading intervention teacher at Buckhorn High School in New Market, Ala. She is a National Board Certified Teacher. Working primarily with students who read below grade level, her research-proven approaches have affected hundreds of students who were dramatically at-risk of not passing state reading exams or graduating from high school. Chairing the school's literacy leadership team and partnering with the Alabama Reading Initiative, she has been an integral part of Buckhorn High School's reform movement toward 100 percent literacy. She has presented for the Alliance for Excellent Education to an expansive audience of policymakers in Washington, D.C., in an effort to secure funding to expand current reforms to improve adolescent literacy across the United States.

Early Building Blocks of Literacy: From Sounds to Words

Subject(s): Reading

Grade(s): K-3

In this interactive session, participants will learn principle and practice in the areas of phonemic awareness, phonics, word fluency, and vocabulary. A multi-sensory approach to phonemic awareness, with emphasis on phoneme segmentation will be presented. These skills will be transferred to paper/pencil explicit phonics tasks. Transfer of phonemic awareness and phonics skills will be applied to word fluency tasks with application in the general education curriculum. Subsequently, a system of building word meaning by analytically writing definitions of words using a formula will be taught and practiced. Finally, the power of sorting using simple file folder activities will be demonstrated as a method to strengthen semantic categorization and word knowledge.

Steve Harmon

Steve Harmon is currently a reading coach at a K-5 school in Alabama. Steve has taught for over 30 years in a combination of university, public school, and private school environments. Steve holds a Master's degree in Speech-Language Pathology. He has presented at national conferences such as the American Speech and Hearing Association and the University of Georgia Summer Institutes. In addition, Steve has presented at state and local levels in the areas of language and reading.

ELL & World Cultures

Subject(s): English learners

Grade(s): K-12

Using native cultures to teach English: Participate in activities that would help eliminate the cultural barriers that hinder the English learning process. Compare traditions, adages, songs, and other cultural activities that would help ease the adaptation into the English culture. Also, take home a variety of handouts of which you can select the best methods to introduce the English culture, thus easing the students into crossing the bridges between cultures.

Nadia Reimer

Nadia Reimer is a high school teacher and translator of English, Arabic, French and Spanish. Her career began with translating documents for a USAID project in Jordan and teaching writing skills at Eastern Washington University and Big Bend Community College. She also taught French and English as a second language. In 1993, she received an M.F.A degree in creative writing. As part of her undergraduate and postgraduate work, she attended several workshops and summer schools around the world including The Writers Workshop in Ireland, The University of Nice, France, The University of Madrid, Spain, and Solexico Language School in Mexico. Nadia participated twice in scoring the Washington Assessment of Student Learning. Her numerous trips to Europe, Central and South America and the Middle East have enriched her involvement and interest in cultural diversity. She is also the author of two novels, "Colored Sand" and "Under the Roman Pillar," and a book of poetry in three languages, English, Arabic and Spanish, "Stray Notes in a Minor Key." Nadia has been involved in the Teacher to Teacher program as presenter since 2006.

ELL - World Languages vs. English

Subject(s): English learners

Grade(s): K-12

Techniques for teaching English to English Learners: Find out how to help the English learner discover the difference between sounds in his/her own language and the English language. Also, engage in activities that would help the English learner study the structure of the English language through methods used in his/her own language. You will take home handouts and experiment with various activities to help you decide which trends are most suitable for your students.

Nadia Reimer

Nadia Reimer is a high school teacher and translator of English, Arabic, French and Spanish. Her career began with translating documents for a USAID project in Jordan and teaching writing skills at Eastern Washington University and Big Bend Community College. She also taught French and English as a second language. In 1993, she received an M.F.A degree in creative writing. As part of her undergraduate and postgraduate work, she attended several workshops and summer schools around the world including The Writers Workshop in Ireland, The University of Nice, France, The University of Madrid, Spain, and Solexico Language School in Mexico. Nadia participated twice in scoring the Washington Assessment of Student Learning. Her numerous trips to Europe, Central and South America and the Middle East have enriched her involvement and interest in cultural diversity. She is also the author of two novels, "Colored Sand" and "Under the Roman Pillar," and a book of poetry in three languages, English, Arabic and Spanish, "Stray Notes in a Minor Key." Nadia has been involved in the Teacher to Teacher program as presenter since 2006.

Geography...It's Everywhere!

Subject(s): Differentiated instruction, History, Inclusion/ special education

Grade(s): 3-9

Geography is everywhere, and in our interconnected world, it is important to have knowledge and understanding of other people, places and cultures. Research shows that America's young people are gradually making gains in the area of geographic literacy; however, many are still lacking in basic geography skills. So how do we help them along the road to achievement? This session will take you on a journey of easy-to-implement hands-on geography lessons, with a special focus on teaching geographic features and involving students in unique mapping activities.

Julie Mitchell

Julie Mitchell has been teaching social studies at Lake Forest Middle School for the past 16 years. She serves as a member of the school leadership team, a sixth-grade team leader, and is the chairwoman of the social studies department. Julie has presented at various conferences, including the Tennessee Association of Middle Schools, Tennessee Council for the Social Studies, Mid-South Educational Research Association, and the National Council for Geographic Education. During her teaching career, Julie has been recognized as the Teacher of the Year at both the school and district levels. She has also been distinguished as the Tennessee Social Studies Teacher of the Year and East Tennessee's Belz-Lipman Holocaust Educator of the Year. In addition, Julie has been recognized by Who's Who Among America's Teachers. She served as a 2005-06 Teacher Fellow for the United States Holocaust Memorial Museum and a 2006-2007 Teacher Fellow for the Tennessee Holocaust Commission. Julie has also served as an adjunct faculty member at Lee University.

Implementing Reading Intervention in Secondary Schools

Subject(s): Inclusion/ special education, Reading

Grade(s): 7-12

Secondary educators have known for years that students lack the reading comprehension skills necessary to understand the challenging content presented in core textbooks. Secondary educators often feel ill-prepared to provide the reading instruction many of these students need. Reading intervention is about much more than hiring a reading coach; it is about whole-school reform. Learn about the critical components that must be addressed in order to successfully implement a literacy intervention program in secondary schools, including data analysis, leadership, professional development and school culture. Learn how a common vision of literacy for all students can change the culture of the school into one where each student reads and thrives.

Tracy Wilson

Tracy Wilson is the reading intervention teacher at Buckhorn High School in New Market, Ala. She is a National Board Certified Teacher. Working primarily with students who read below grade level, her research-proven approaches have affected hundreds of students who were dramatically at-risk of not passing state reading exams or graduating from high school. Chairing the school's literacy leadership team and partnering with the Alabama Reading Initiative, she has been an integral part of Buckhorn High School's reform movement toward 100 percent literacy. She has presented for the Alliance for Excellent Education to an expansive audience of policymakers in Washington, D.C., in an effort to secure funding to expand current reforms to improve adolescent literacy across the United States.

Intervention Before Assessment: Making Sense of the RTI Model

Subject(s): Assessment, Data, Reading

Grade(s): K-12

With the reauthorization of IDEA in 2004 and the No Child Left Behind Act of 2001, educators are coming together to ensure that all children regardless of their educational status are making progress in their instructional environments. This session will present the key components of the response to intervention model for reading instruction. Learn about ways to unify general and special education at a district, school or grade level. Participate in small group discussion while examining components of a three-tiered model of reading instruction.

Bernadette Grizzell

Bernadette Grizzell is a special education resource teacher and a facilitator for alternative reading interventions for elementary students receiving special education services in Anne Arundel County, Md., Public Schools. She works with students, teachers, principals and district administrators to identify the specific needs of students who are not having success learning to read and then assists schools with implementation of the necessary student support. Bernadette also supervises the literacy support staff and has participated in the design and implementation of the district's recently adopted three-tiered model of reading instruction. Bernadette has a master's degree in speech/language pathology and certification in administration and supervision. She has presented at local, state and national conferences on topics related to special education and speech pathology.

Math 911!

Subject(s): Mathematics

Grade(s): K-12

Attend this session and you'll not only HEAR, but you'll be HEARD! Mathematics literacy is a problem that plagues education, our students, the economy, and the nation. President Bush created the National Mathematics Advisory Panel in April 2006 and charged it with providing recommendations on the best use of scientifically based research to advance the teaching and learning of mathematics. Foundations for Success—the panel's final report was released earlier this year. In this session you will receive a bound copy of the National Math Panel's final report. Sandy Sanford will introduce the report and then walk you through some of the most teacher-relevant findings and recommendations. Teachers attending this session will be able to provide group and individual input to the U. S. Department of Education pertaining to these issues. Make your voice be heard!

Sandy Sanford

Sandy Sanford began formally teaching in 1970 and began teaching in California public schools in 1989. He served as an elementary and middle school classroom teacher, mentor teacher, site administrator, and district administrator of assessment, research and evaluation. In 2000, Sandy created a laboratory to develop better methods for gathering, analyzing, reporting and using assessment data to guide the instructional process in a standards-based educational environment. In 2001, he committed his data laboratory to direct support of the Riverside County Achievement Teams in California. He now functions as a Riverside team member specializing in the analysis and use of assessment data. Sandy provides consulting services in assessment, data analysis, and mathematics to schools, districts, and state agencies across the country. Sandy holds master's degrees in both education and systems management and a doctorate in education.

NCLB: Past, Present, and Future

Subject(s): Data

Grade(s): K-12

This session will focus on No Child Left Behind (the Elementary and Secondary Education Act). ESEA has brought national attention to public education for the last 40 years. The goal of No Child Left Behind is to close the achievement gap and improve student achievement through state standards, assessments, school report cards, supplemental educational services, school choice, and qualifications for teachers. This session will also discuss Congress and the current reauthorization.

Amanda Farris

Amanda Farris serves as the Deputy Assistant Secretary for Policy and Strategic Initiatives in the Office of Elementary and Secondary Education. Her primary focus is on developing and implementing educational and strategic policy regarding teacher quality, literacy, early childhood education, math and science, education technology, high school reform, school choice, supplemental educational services and migrant education. Prior to joining the U.S. Department of Education, Farris served as Professional Staff for Chairman John Boehner on the U.S. House of Representatives' Education and the Workforce Committee. In this position she worked with Members of Congress to promote successful implementation of the No Child Left Behind Act and reauthorize the Head Start Act.

Farris has also served as Professional Staff for the Subcommittee on Employment Safety and Training of the Senate Health, Education, Labor, and Pensions Committee, helping to draft the No Child Left Behind Act of 2001 and the Education Sciences Reform Act of 2002. She started her career as a Legislative Correspondent in the office of Senator Mike Enzi. Farris holds a Bachelor of Arts degree in political science from Western Carolina University.

Reading: Explicit Instruction for Exceptional Results

Subject(s): Reading

Grade(s): 4-9

The National Reading Panel compiled the findings on scientifically based research on “what works” in reading instruction. Learn about the five areas of reading instruction that help children become successful readers, including:

- phonemic awareness,
- phonics instruction,
- fluency,
- vocabulary instruction and
- comprehension.

In this interactive workshop, participants will use the seven habits of good readers to provide and model explicit instruction in reading for students.

Michelle Thompson

Michelle Thompson is currently a reading specialist at Sequoyah Middle School in DeKalb County, Ga. She is an active member of the DeKalb County Professional Learning Corps and a teacher support specialist. Michelle has been educating students from kindergarten through eighth grade for the past twenty years, and her enthusiasm for teaching has also been exhibited through her facilitation and development of workshops for educators, administrators, universities and community organizations as a professional development consultant. Michelle received her bachelor of arts in elementary education at Long Island University in Greenvale, N.Y., her master of special education at City University of New York at Queens College and her supervisor of education certificate at Rowan University in New Jersey.

Repeated Reading: Making the Grade

Subject(s): Reading

Grade(s): K-12

In this session, participants will discover innovative uses for the repeated reading procedure. Participants will learn the rationale for using repeated reading and procedures for designing their own repeated reading material for use in their classrooms. This research-based procedure will provide new ways for students to improve reading skills in the content areas.

Steve Harmon

Steve Harmon is currently a reading coach at a K-5 school in Alabama. Steve has taught for over 30 years in a combination of university, public school, and private school environments. Steve holds a Master’s degree in Speech-Language Pathology. He has presented at national conferences such as the American Speech and Hearing Association and the University of Georgia Summer Institutes. In addition, Steve has presented at state and local levels in the areas of language and reading.

Responding to Student Needs NOT Behaviors

Subject(s): Classroom/ behavior strategies

Grade(s): 6-12

It seems an increasing number of students exhibit problem behaviors in school. Problem behavior is not an elaborate plan to ruin the teacher's day or year but is most often a protective mechanism to avoid failure and or social anxiety. Too often teachers are sucked into unnecessary conflict, fulfilling the student's disconnect with school and success. This workshop helps teachers decode student behaviors and provides the insight to meet the student's underlying needs thus clearing a path to academic success.

Matthew Curran

Matthew Curran is currently a teacher at Walt Whitman High School in Montgomery County, Md. He is certified in special education and social studies. Matthew has taught both inclusive and self-contained special education classrooms and is the case manager for students with emotional disabilities. Matthew has a bachelor's degree in political science and a master's degree in special education with a focus on student transition. Formerly, he was the director of experiential education at For Love of Children in Washington, D.C. Matthew is the recipient of the Teachers 2000 Fellowship at the George Washington University.



Starting with a Symbol

Subject(s): History

Grade(s): 7-12

Using the various images of Explore the different inscriptions and designs represented on U.S. coins. Explore the both historical and modern depictions on coins and how these depictions were shaped by current events, culture, and Congress. Using coins past and present, such as the Presidential \$1 Coins and the 50 State Quarters ® Program, students will learn about the various historical events and their significance in American history.

Eve Lechowicz

Eve Lechowicz holds a Bachelor's degree in International Politics and Southeast Asian Studies and a Master's degree in Special Education. Eve moved to the Washington, DC, area in 2003 to work as an Americorps VISTA. As a VISTA, Eve assisted with a community outreach program that provided education and financial services to low-income families from Southeast Asia and Africa. Eve went on to teach special education in District of Columbia public schools, where she taught grades K through 12 in both inclusion and self-contained classroom settings. Currently, Eve is the Education Coordinator for the United States Mint and its Mint Education Initiative. She helps develop and produce education materials for grades K through 12, using coins as a teaching vehicle in a wide variety of subject areas.

Teaching Adolescents How to Critically Evaluate History

Subject(s): History

Grade(s): 7-9

Participants will engage in learning strategies for teaching effective decision making at the middle school level. Harper's Ferry National Historic Site in West Virginia and Washita Battlefield in Oklahoma will be the content focus of this session. Learn how to use the resources of the National Park Service to engage middle level learners. Attendees will participate in hands-on activities.

Amy Trenkle

Amy Trenkle is an eighth grade U.S. history teacher at Stuart-Hobson Middle School in Washington, D.C., where she has been teaching since 1999. She is a National Board Certified Teacher in early adolescence social studies/history. Amy believes in experiential learning and using the museums in her city and across the country to make concrete connections for her students to their history curriculum. She has served on several advisory boards to local museums, including the Smithsonian Center for Education and Museum Studies, the National Museum of American History, the Newseum and the National Building Museum. She is an active participant in the DC Council for the Social Studies, National Council for the Social Studies, and DC Geographic Alliance. Amy was the recipient of the DC History Teacher of the Year Award in 2005 as sponsored by the Gilder-Lehrman Institute and the James Madison Fellowship in 2007. Currently, Amy is serving as an adjunct professor of education at American University. During the summer, she enjoys traversing the country on historic trails (Lewis and Clark was her favorite!) with her husband and their dog, Soba.

The Energy of History: Educate, Engage and Excite

Subject(s): History

Grade(s): 6-12

Discover the energy of history as you learn techniques to power up your classroom with a standards-based curriculum and educate your students in specific content and skills. Engage even the most reluctant learner with energizing lessons and interactive lectures from maps to town meetings. Excite those young minds with project topics that create a conduit for interdisciplinary activities and provide an outlet for students to showcase their skills and completed masterpieces.

Julie Mitchell

Julie Mitchell has been teaching social studies at Lake Forest Middle School for the past 16 years. She serves as a member of the school leadership team, a sixth-grade team leader, and is the chairwoman of the social studies department. Julie has presented at various conferences, including the Tennessee Association of Middle Schools, Tennessee Council for the Social Studies, Mid-South Educational Research Association, and the National Council for Geographic Education. During her teaching career, Julie has been recognized as the Teacher of the Year at both the school and district levels. She has also been distinguished as the Tennessee Social Studies Teacher of the Year and East Tennessee's Belz-Lipman Holocaust Educator of the Year. In addition, Julie has been recognized by Who's Who Among America's Teachers. She served as a 2005-06 Teacher Fellow for the United States Holocaust Memorial Museum and a 2006-2007 Teacher Fellow for the Tennessee Holocaust Commission. Julie has also served as an adjunct faculty member at Lee University.



The Presidential \$1 Coin Program

Subject(s): History

Grade(s): K-12

Using the Presidential \$1 Coin lesson plans to explore the office of the president, the election process, and the branches of power. This session can be broken into multiple grade level focus areas, focusing on the general concepts of the office of president for lower grades, the branches of power and general election process for middle school, and then the election process and factors of elections for high school levels.

Uses the Presidential \$1 Coin series .

Eve Lechowicz

Eve Lechowicz holds a Bachelor's degree in International Politics and Southeast Asian Studies and a Master's degree in Special Education. Eve moved to the Washington, DC, area in 2003 to work as an Americorps VISTA. As a VISTA, Eve assisted with a community outreach program that provided education and financial services to low-income families from Southeast Asia and Africa. Eve went on to teach special education in District of Columbia public schools, where she taught grades K through 12 in both inclusion and self-contained classroom settings. Currently, Eve is the Education Coordinator for the United States Mint and its Mint Education Initiative. She helps develop and produce education materials for grades K through 12, using coins as a teaching vehicle in a wide variety of subject areas.



The Westward Journey

Subject(s): History

Grade(s): 5-8

Explore the significance and lasting impact of Lewis and Clarke's Westward Journey. Teachers have students examine key historical events that led to the exploration the Louisiana Purchase, as well as learn more about key figures including Thomas Jefferson, Lewis and Clark, and Sacagawea.

Uses the Westward Journey Nickel series and the Presidential \$1 Coin series.

Chris Rower

Chris Rower began teaching in 1990. She has taught at elementary and middle school levels, working with a diverse student population in New York and Florida, in both elementary and special education settings. Chris holds a Bachelor's degree in elementary education and in special education, and a Master's degree in reading. A member of the American Numismatic Association, Chris has assisted in presenting "Coins in the Classroom," a week long course on incorporating coins in lessons across the curriculum. Chris also spent two years as Education Coordinator with the United States Mint, creating lesson plans and educational content. Chris currently teaches third grade in Indialantic, Florida, where she has also served as grade level and school improvement chair.



Tour of the US Mint

Subject(s): History

Grade(s): K-12

Touring the United States Mint is a fascinating experience for those of all ages and one that will be remembered for a lifetime. Tours cover both the present state of coin manufacturing as well as the history of the Mint. Learn about the craftsmanship required at all stages of the minting process, from the original designs and sculptures to the actual striking of the coins.



Using Time Machine in the Classroom

Subject(s): History

Grade(s): 3-6

Introduction to what Time Machine is and how it can be used as a multimedia tool to enhance and reinforce history lessons. This session will show teachers how to use the feature in their classroom, what related resources and features are available, and how Time Machine can enhance lessons.

Eve Lechowicz

Eve Lechowicz holds a Bachelor's degree in International Politics and Southeast Asian Studies and a Master's degree in Special Education. Eve moved to the Washington, DC, area in 2003 to work as an Americorps VISTA. As a VISTA, Eve assisted with a community outreach program that provided education and financial services to low-income families from Southeast Asia and Africa. Eve went on to teach special education in District of Columbia public schools, where she taught grades K through 12 in both inclusion and self-contained classroom settings. Currently, Eve is the Education Coordinator for the United States Mint and its Mint Education Initiative. She helps develop and produce education materials for grades K through 12, using coins as a teaching vehicle in a wide variety of subject areas.