Robert Seth Price

www.eggplant.org

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June 2019

This cover letter provides an overview of my experiences and collaborations. My background includes as a classroom teacher in diverse districts, professional development trainer with urban districts and charter schools, project director, visioning support and senior mentor with urban school districts, non-profit organizations, foundations and teacher training in the United States and Ethiopia. My experiences include ELA/Literacy curriculum development; curriculum design and writing; self contained classroom with mathematics, sciences, social sciences, art, technology and music; critical thinking skills methods integration; diversity training; developing collaborative partnerships; developing student voice models; social media advocacy; video interviews; and documentation for affirmation and reflective change.

My website www.eggplant.org shares video, photos and text including:

- National Urban Alliance Senior Mentor, professional development senior mentor, integrating technologies, ELA, developer of Amplifying Student Voice model, documentation and training national mentors.
- Thinking Foundation as Global Network Developer including professional development, visual tools, visioning facilitation, social media, blogs, website, case studies and research.
- Seven year grass roots implementation in Ethiopia with critical thinking skills for K-12 schools, medical colleges, mental health professionals, and hospitals. Included creating guidebooks, training guides, student guides and other support materials in multiple languages.
- Developing ELA curriculum for secondary students with virtual classes for Columbia based Learning 1to1 Foundation which focuses on development of autonomous learners.
- Developing and designing critical thinking training modules on health and respect for East Africa female textile workers with BSR Foundation to be used countrywide in the field. The modules were translated into multiple languages including Tigrinya and Amharic.
- Over ten years teaching in K-5 urban schools with underserved student populations in South Central Los Angeles; New Haven, Connecticut; and Banning, California. My credentials include California Multiple Subject and Connecticut Elementary. My experiences also include teaching at a public arts high school, and as an adjunct professor for university classes required for teachers clear credential in California.

I understand the power of lived stories. I use the student's and participant's voices as part of my collaborative integration. I incorporate technology, social media, art, and music into my teaching and collaborations.

My skills include:

- Expertise with critical thinking models including: visual tools as a language for thinking, collaborating and writing (concept mapping, cognitive mapping); questioning for inquiry; collaborative processes (community building, peer to peer coaching, collaborative learning); and use of the environment (person, objects, materials).
- Expertise with project based learning.
- Success with school change in public and charter schools.
- Reading and writing across the curriculum expertise for K-12.
- Expertise with phonics, early childhood reading and writing as a teacher and consultant.
- Possessing strong writing and critical thinking skills.
- Use of social media, the Internet, website development and technology to build collaborative support.
- Understanding and implementing grass roots initiatives.
- Creating a pro-active critical thinking environment and pro-active student management.
- Use of video with children including student created and produced video clips representing their frames of reference.
- Designing guides, books, print design, websites and presentations.

I have an extensive background using technology on different platforms including Microsoft suite, Google suite and Adobe suite; Final Cut Pro video editing; GIS Mapping; Visual Tools software; WordPress and HTML; and other software on multiple platforms.

I have extensive training with Junior Great Books Shared Inquiry, Trainer of Trainer Thinking Maps, Early Literacy In-Service Course, McCrackins with Phonics and Writing, Math Their Way, and much more.

I am currently licensed to teach K-9 in Indiana (K-6 Elementary Generalist; Subject Specific Grades 5-9 in Language Arts, Mathematics, Science and Social Science), California Multiple Subject Clear Credential K-8 and elementary K-6 in the state of Connecticut.

Respectfully,

Robert Seth Price

Robert Seth Price • www.eggplant.org • robert@eggplant.org
Mobile, Whatsapp, Viber: +1.323.397.0630

Robert Seth Price

www.eggplant.org • robert@eggplant.org • 323.397.0630 mobile

PROFILE

Enthusiastic systems thinker in visioning and facilitating as a practitioner.
Effective and positive team player with grass roots project development.
Excellent listener and communicator with a deep thirst for learning.
Extensive and wide technology knowledge and skills.
Superb decision maker under pressure and highly motivated to sustain success.
Understands the power of lived stories as a teacher and facilitator.

WORKING EXPERIENCE

National Urban Alliance, New York City, NY, 1997 – current
Senior Mentor with literacy professional development, student voice implementation, technology.

Learning 1to1 Foundation, 2016 - 2017
Curriculum writing into learning modules for autonomous student centered school change organization.

BSR Foundation, 2017
Writing critical thinking skills into training modules for textile workers in East Africa.

Thinking Schools Ethiopia, 2009 – current
Founder of grass roots student centered project with schools and healthcare in Ethiopia.

Thinking Foundation and Designs for Thinking, 2005 – 2016
Product design, website, professional development, action research, case studies, documentation.

Morino Institute, Washington, D.C.
Facilitating multiple year training sessions with fourteen after school housing project organizations.

Connecticut Voices for Children, New Haven, Connecticut
Circuit rider facilitating grass roots work with many non-profit organizations and education projects.

Classroom Teacher, California and Connecticut
Teacher in self-contained elementary classrooms as a credentialed teacher for ten years.

University Teacher, California and New York
Lecturer in Literacy and Technology at St. Francis College, NY and California State University Fullerton.

FORMAL EDUCATION

B.A. Business Administration with an emphasis in management.
Elementary Teaching Credential California. California State University, Fullerton.
Teacher Licenses K-9: Indiana, California, Connecticut.

PRESENTATIONS

International Reading Association, California Computer User Educators, SIGGRAPHICS, University of California Photo Museum, Ansel Adams Center, INDEX Denmark, Bush Center Yale, Thinking Schools International UK, Mekelle University Health Sciences.

WRITER AND PRODUCER

Minds of Mississippi Documentary Film Producer; HeArt Project Documentary Film Director; Growing Thinking Schools Inside Out Global Guide; History of Banning California; Pathways to Thinking Schools Chapter; Black Minds Matter – Huffington Post; Website Producer, Designer and Implementation: National Urban Alliance for Effective Education, Thinking Foundation, others.

Online examples of my collaborations and work:

Thinking Schools Ethiopia
Founder of grass roots student centered project with schools and healthcare in Ethiopia.
www.thinkingschoolsethiopia.com

Thinking Design Healthcare Ethiopia
Mekelle University Online: https://www.linkedin.com/pulse/student-patient-centered-critical-thinking-healthcare-price/
Mental Healthcare Online: http://blog.thinkingschoolsethiopia.com/?p=2383
St. Paul's Online: http://blog.thinkingschoolsethiopia.com/?p=2437

Interviews and Documentation of Projects: Thinking Foundation, National Urban Alliance
I was the designer, interviewer, cinematographer, video editor and project integrator.
Designs for Thinking RUSD Video: https://vimeopro.com/user12997522/roosevelt
Print for RUSD Video: http://www.eggplant.org/pdf/roosevelt-poster-collection1.0.pdf
National Urban Alliance BPS Video: https://vimeopro.com/user12997522/buffalo-public-schools-61

Literacy and Equity Training Guide (summer 2018)
www.eggplant.org/pdf/Osseo2018-Robert-Seth-Price.pdf

Mobile Critical Thinking Tools for Sustaining Change
www.eggplant.org/pdf/Critical_Thinking_Guide_RSP.pdf

Media, Design, Writing and Video Portfolio
Online: Slideshow— www.eggplant.org/portfolio/ Movie— https://vimeo.com/300356072
PDF File: www.eggplant.org/pdf/Robert_Seth_Price_Design_Media_Portfolio.pdf

The HeArt Project – Documentary Film Director, Producer, Cinematographer
Documentary on an out of school program that creatively links teenagers attending alternative high schools work with professional artists in workshops, public presentations, residencies, and scholarships. Film editing by Charles Jones. https://vimeo.com/83602162

Minds of Mississippi – Documentary Film Producer
Co-producer for Minds of Mississippi (2013), a Thinking Foundation funded documentary film. Robert conceptualized, designed and was the co-author of accompanying film handbook to initiate change with whole school communities. https://vimeo.com/75695888

Magic of Teaching and Presenting Coaching Model Prototype
Online: www.blog.eggplant.org
Overview: http://www.eggplant.org/pdf/Magic-of-Teaching-Proposal1.9.1robert-seth-price.pdf

Professional Website: www.eggplant.org
LinkedIn: https://www.linkedin.com/in/robert-seth-price-501833/

Robert Seth Price • References

www.eggplant.org • *robert@eggplant.org* • *323.397.0630* • www.linkedin.com/in/robert-seth-price-501833

Andrea Schorr *Education Management, Foundations*

aschorr@icloud.com • 646-872-1372 • www.linkedin.com/in/andrea-schorr-9bb4a82

I've worked with Robert on two education projects, both extending multiple years *[LEAP – New Haven, CT; Morino Institute, D.C.].* **He is an amazing teacher and an incredibly effective and innovative teacher educator.** He brings the talents of a master educator as well as the skills of a designer and entrepreneur to a project, making sure that along with great results there are an equally well executed collaborative process and documentation. I've seen him help educators gain insights that fundamentally changed how they approach curriculum development and classroom management.

Augusta Mann *Education Consultant, Touching the Spirit*

auggiemann@aol.com • 917-270-1771 • www.successfulteachers.com

"I have been a colleague of Robert Price for over eighteen years working closely with him in professional development programs for K-5 teachers in four public school districts. Our work together was focused on helping teachers improve the literacy skills of urban underperforming students. It was intense work--series of centralized workshops, numerous school visits with classroom demonstration lessons and on-site work sessions designed to review, practice, and refine teacher's skills. **Because of his excellence as a consultant and a coach, he was relied upon to help orient and support consultants new to the programs. His uniqueness in this role was evident in the successful partnering with new consultants, sharing leadership roles, and then spending hours debriefing, informing, and generally serving as a resource to them."**

Yvette Jackson *CEO of National Urban Alliance • Author of Pedagogy of Confidence*

drjnua@gmail.com • 917-992-4268 • http://www.nuatc.org/yvette-jackson-ed-d/

I have had the honor of working with Robert for over 16 years during which time I have been awed by his sterling skills, talent, and deep commitment. These superlative qualities of Robert have been the bases for our organization, the National Urban Alliance, to distinguish him as a Resident Scholar. In this capacity he has coached other NUA consultants, demonstrating exceptional creativity in instructional practices that engage and advance the learning of both teachers and students. He is exemplary in his ability to guide both consultants and teachers in forming collaborative relationships, facilitating quality peer interactions and support that encourage competence, confidence, and genuine enthusiasm for learning. His incredible energy is contagious. Robert's genius has also been evident through his creative use of technology. He is one of those rare people who can not only apply expertise in designing websites and creating instructional videos, he is also able to demystify technology so that consultants and teachers are inspired to utilize technology to motivate and assess learning.

Jacquelyn Meshelemiah *Professor of Social Work at Ohio State University, Focus on Human Trafficking and Human Rights*

meshelemiah.1@osu.edu • 614-563-8379 • csw.osu.edu/about/faculty-staff/faculty-directory/meshelemiah-jacquelyn-ph-d/

He is one of the best presenters I have ever observed. He is organized, well-prepared, and sensitive to the climate and the audience. I am impressed by his commitment to excellence, diverse work experiences, and loyalty to his employer. He is a dedicated worker/trainer/consultant. Moreover, Robert is the kind of person who would be good to eat lunch with (very personable), talk strategy with, and to connect the dots with. As a systems-thinker, he "gets it". He understands the moving parts and knows how to put them all in harmony.

David Hyerle, *President and Founder of Thinking Foundation; Creator of Thinking Maps*

davidhyerle@gmail.com • 603-726-0527 • http://www.thinkingfoundation.org

Robert Price is a natural researcher. His wide range of experiences in the field heighten his capacity to structure research designs, conduct field studies, sift through raw data, analytically interpret the data, and share what he has found with others. Robert is an independent researcher as he is unrelenting in his cross discipline and cross cultural search into the use of new technologies for learning that support what research tells us are best teaching practices. Along the way, as a seasoned teacher, he creates new best practices.

Over the past ten years I have worked with Robert in classrooms and in seminar sessions in inner city settings as he engages students, teachers, and administrators in internalizing new approaches to teaching and learning from a reflective stance. He has a unique talent to work across media forms in non-intrusive, collaborative way, thus enabling others to open themselves up and reveal their feelings, thoughts, and reflections so that observations and meaningful generalizations may be surfaced from complex situations.

These professional skills come from Robert's intellectual honesty and interest in new findings from practice and research, his insightful questioning techniques, and his technical expertise. I have observed him working in classrooms, bringing learners together in a circle with himself on the inside edge of the circle demonstrating a teaching-learning skill. He then may ask others to observe, as researchers, what is happening so they become the center of learning. At the same time, Robert may be videotaping the event and turn to replay the images on a laptop, asking participants to reflect on what occurred. This blend of high quality teaching with the use of technology embodies what is needed in classrooms and research in the 21st century.

Eric Cooper *President and Founder of National Urban Alliance*

NUA4556@aol.com • 203-964-7053 • www.nuatc.org/eric-cooper-ed-d/

I have known and worked with Robert Price for over 15 years. During that time he has been one of our most reliable senior consultants for the National Urban Alliance for Effective Education (a nonprofit education advocacy group founded by The College Board, Columbia University, Public Broadcasting Service and Pearson Publishing). **His work has included consulting with educators, community leaders and administrators. He is as comfortable in the classroom as well as the boardrooms of corporations. His creativity is second to none and his knowledge of technology as a way to support communication platforms is stunning.** Robert brings an active, critical, reflective and creative mind to his work. He works extremely well with groups often assuming a leadership role because of his ability to listen, ponder, restate, clarify, and ultimately to facilitate group consensus. Robert has an astute sense of business and a level of forward thinking that productively positions projects well into the future. I fully recommend Robert for whatever position he felt qualified.

Dr. Taddele Hagos, *Executive Director Tigray Development Association, Ethiopia*

trebplan@yahoo.com • +251-911-200-817 • www.tdaint.org

"Robert has been exceptionally instrumental starting from the design to all training for the Thinking Schools Ethiopia project in Tigray [2014-present]. On my part I have never seen a trainer who is as physically and emotionally involved, both heart and mind, as Robert."

Dagim Melese *Co-Lead Country Trainer Thinking Schools, Ethiopia*

melese.dagim@yahoo.com • *+251 912102276* • http://blog.thinkingschoolsethiopia.com/?page_id=1680

"Robert is energetic, vibrant, carefully observing trainer. It is not that difficult to understand theory and have conceptual grasp of things but it is a whole different thing to animate and change them into life consistently and in a disciplined manner. What is formidable about Robert is the rooted nature of his energies, efforts, visions, and other qualities in his personal care, love, heart and mind. Since what he does is deep rooted in what he is as a person it is only natural that he is the way he is. His impact is always with me. And I am always thankful and grateful to have ever known him."

Black Minds Matter • Robert Seth Price

Statement Outlining My Philosophy of Education
with a co-written article for the Huffington Post.

More than 200 years ago, the English historian Edward Gibbon wrote about a people who ignored the world and nearly lost their society. “Encompassed on all sides by the enemies of their religion the Ethiopians slept near a thousand years, forgetful of the world, by whom they were forgotten,” Gibbon wrote in *The Decline and Fall of the Roman Empire*: “Only after the ancient Portuguese gave them modern weapons and materials did the Ethiopians take steps toward prosperity and independence.” Today, Ethiopia, one of the oldest countries in the world and the only non-colonized country in Africa, is at 100 million the second-highest population of any African country.

By ignoring what was happening in the rest of their world, the ancient Ethiopians made a dangerous mistake. But theirs is more than a history lesson. The “sleep” Gibbon wrote about centuries ago has implications for modern societies — not only Ethiopia, but also here in the United States and elsewhere. It is a different type of “sleep” — a lack of appreciation for historic struggles for human rights and racial and gender equality that bind people throughout the world — yet it, too, threatens the future and prosperity of young Blacks and people of color in the United States, Ethiopia and across the globe.

Young people need the tools and skills to connect past, present and future. They need educational approaches that teach them to understand and respect different perspectives — and to harvest those perspectives for mutual benefit, in a way that allows them to solve problems collaboratively. Critical thinking tools and skills are a human right. Without this level of awareness and engagement, it is Blacks, people of color and those struggling with poverty who are endangered.

It’s not enough to say Black Lives Matter. We must believe Black Minds Matter and Black History Matters. We must teach every young person not only content, but more importantly the processing and reflective skills needed to give subject matter context, and employ it to solve society’s problems. Skills to be taught and learned for 21st century success include: global awareness; international collaboration; critical thinking; synthesis; creativity and computing. This is how we create confident, inquisitive, lifelong learners who will build a better world by protecting the environment, addressing poverty, managing unprecedented human migration and deepening the support for human rights.

Time and again, we have seen what happens in the United States when people from different backgrounds fail to acknowledge each other's reality. We must continually mediate these and other issues before they become entrenched and pervasive misunderstandings. We must accept that "frame of reference" is an important part of the "prior knowledge" necessary for bridging academic gaps. Knowledge can be witnessed, felt, perceived, experienced. And that "frame of reference" can enable us to relate to events we do not personally experience.

The classroom can and should be the incubator for change — the great equalizer for children and communities across the globe.

Robert Seth Price
Condensed from an article I proposed, outlined and co-wrote with Eric Cooper, founder of The National Urban Alliance for a blog post on the Huffington Post (2015).

A quote and two poems that have long been roots framing my thinking.

"In order for this to happen, your entire frame of reference will have to change, and you will be forced to surrender many things that you now scarcely know you have."
— James Baldwin, The Fire Next Time

A Short Note to My Very Critical and Well-Beloved Friends and Comrades
June Jordan

First they said I was too light
Then they said I was too dark
Then they said I was too different
Then they said I was too much the same
Then they said I was too young
Then they said I was too old
Then they said I was too interracial Then they said I was too much a nationalist Then they said I was too silly
Then they said I was too angry
Then they said I was too idealistic
Then they said I was too confusing altogether:
Make up your mind!
They said, Are you militant? Or sweet?
Are you vegetarian or meat?
Are you straight? Or are you gay?
And I said, Hey! It's not about my mind.

Who Burns for the Perfection of Paper

Martín Espada

At sixteen, I worked after high school hours
at a printing plant
that manufactured legal pads:
Yellow paper
stacked seven feet high
and leaning
as I slipped cardboard
between the pages,
then brushed red glue
up and down the stack.
No gloves: fingertips required
for the perfection of paper,
smoothing the exact rectangle.
Sluggish by 9 PM, the hands
would slide along suddenly sharp paper,
and gather slits thinner than the crevices
of the skin, hidden.
The glue would sting,
hands oozing
till both palms burned
at the punch clock.
Ten years later, in law school,
I knew that every legal pad was
glued with the sting of hidden cuts,
that every open law book
was a pair of hands
upturned and burning.