

**(phone # and e-mail address deleted for purposes of this sample)**

1. How has the nominee contributed outstanding service to the cause of economic education?

At this point in my career, I am proud of my service to the causes of social studies and economic education. This is my eighth year serving on the board of the Colorado Council for the Social Studies. I began as the Secretary, and currently, I serve as the Vice President. The reason why I am an active participant in the state council is because I believe that good professional development is essential for educators. The CCSS conference is always an excellent opportunity for new and experienced teachers to learn new techniques, network, and get energized for the end of the school year. This year, my presentation was on microcredit in the classroom, an economics-specific topic. In previous years, I have focused on advocacy efforts in my CCSS sessions. I also contribute to the National Council for the Social Studies by evaluating conference proposals for four years and by participating in the Summer Leadership Institute in Washington DC for two years. AT SLI I acquired ideas about how to expand membership and improve our local conference. I also participated in Day on the Hill both years; I advocated for Social Studies education to staffers for both Senators as well as my local Congresswoman. My networking with NCSS resulted in an opportunity to serve on ETS's Praxis exam National Advisory Committee for the Social Studies Praxis exam. Over two meetings, the group essentially wrote standards and benchmarks about which successful social studies teachers must demonstrate proficiency. As my expertise is government and economics, I was a crucial committee member as it came to writing the content statements. I have also recently accepted an invitation to join the Test Development Standing Committee for the Praxis Economics test. Although I am not certain as to what the job will entail, I think I will write and evaluate questions for the exam. Clearly, I am committed to promoting social studies education.

In terms of service specifically to economic education, I serve as a grader for the International Baccalaureate Standard Level Economics Paper 1 and as a CCEE Master Teacher. I graded external assessments from the United States and Canada for two years. The task has a challenging timeline; students take the Paper 1 exam in the middle of May, and I receive between 150 and 200 essays in the mail over the next twelve days. Then, I have three weeks to get all of the papers graded with thorough comments written on each paper. My consistent marking helps the group of people who look at IB Economic students' internal portfolio and two external tests to award grades to IB candidates.

Presenting sessions and seminars for CCEE has been a true highlight of my career thus far because I learn additional content each time and get to share my passion for economics with people outside of my classroom. I presented a double-session for the local business educators' conference about how to teach AP Economics. My goal was to provide attendees with teaching resources to make the course manageable. My first CCEE Seminar was with Dale DeBoer, called the Role of Women in Poverty. The focus of the class was the power of microcredit in alleviating extreme poverty. In order to prepare for the class, I presented the lessons to my freshman Pre-International Baccalaureate Economics course. They were so interested in the power of microcredit that they decided to raise money and give

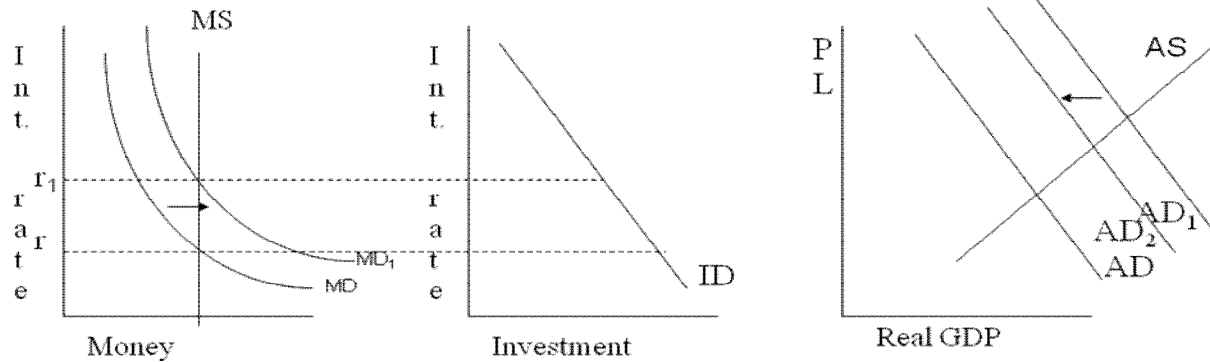
microloans through kiva.org. Currently, my Kiva Club maintains our account with over \$2000 in loans. While I am not sure what lessons the CCEE seminar participants use, I hope that at least some of them loan through kiva.org ( or a similar organization). This class was extraordinary because we all have a call to action to affect the standard of living of the poorest of the poor. Rich House, Poor House: The Economics of Marriage with Esther Redmount is the latest session I presented as a Master Teacher. The highlight of that session was a simulation based on speed dating. Participants demonstrate understanding of scarcity, choice, cost, and trade-offs as they “date” classmates and debrief the scenario. The activity works in my class as a reference point throughout the semester and is always a hoot. The Middle Years IB Program conference was an opportunity for me to teach content related to economics and the environment to groups of middle school students on behalf of CCEE. Kids learned that because of scarcity people must choose, and choices always involve costs. In thinking about renewable versus nonrenewable resources, students identified that individuals and societies will use more renewable resources only as that choice becomes more cost-efficient. The challenge of this course was the 45-minute time limit with a massive amount of content. However, I loved spending a morning with middle level students. Finally, in order to communicate the way teachers benefit from CCEE’s services, I got to talk to the board. I shared how the resources I obtained from CCSS directly inspired my career choice to teach economics and that the activities-based lessons are the foundation of my curriculum. I have thoroughly enjoyed working as a Master Teacher and look forward to future opportunities to present seminars.

While this laundry list technically contains my contributions to economic education, I freely admit that I get more out of the experiences than I put in. My work with CCSS gives me an incredible network of dedicated professionals with whom I get to collaborate. Grading exams for IB gives me techniques and content that I present in my IB class. And the work I have done for CCEE has tied in well with my expanding interest in Development Economics, and my husband and I have loved the speakers we have been invited to hear over the last two years.

2. How has the nominee exhibited superior professionalism in engaging students or teachers in economic education?

As it is the end of the school year, I have been reflecting on how much my students have learned about economics in both courses I teach: PIB Economics (the regular 12<sup>th</sup> grade graduation requirement is taught to 9<sup>th</sup> graders admitted in the PIB program) and AP/IB Economics (both courses are mixed into one class). At the end of the one-semester course, my freshmen can write explicitly about why I just paid \$18 to swim at the Glenwood Springs pool, what trends in unemployment data show us about the economy, and appropriate advice to federal leadership about fiscal and monetary policy choices. Obviously, all of the writing includes specific definitions of relevant terms, graphs that are drawn and labeled correctly as well as explained in the text, and appropriate economic analysis. The final exam questions are adapted from previous IB-level questions, and my 9<sup>th</sup> grade students averaged 88% (though I did hint at the questions in advance). The reason why my students were so successful is because of the many simulations we get to do to build interest and offer hands-on learning. (Please see question number three for further details.)

My 11<sup>th</sup> and 12<sup>th</sup> grade AP/IB students are excellent economists after our year together. I just finished my third year of the course and am proud that each of my IB students passed their exams and all but one has passed the AP Macroeconomics exam. In order to have this level of success among students, I have read a ton of books and acquired a boatload of resources to share with them. Particularly, they do well with economic models, the art of our class. This year, my students loved the end of the macroeconomics unit when we got to combine graphs that we call “The Trifecta” to demonstrate crowding out:



They also mastered the effects of trade barriers on markets. They artfully used graphs of tariffs, quotas, and subsidies to demonstrate support or opposition to US trade liberalization. Perhaps the most powerful unit is the Development Economics unit. Students learn about characteristics of developing countries, sources and consequences of economic growth, barriers to development, and growth and development strategies. They each completed an in-depth country study presentation and read a book of their choice about development (*The End of Poverty* and *The Bottom Billion* are two examples of common texts). They talked about similarities and differences of the authors' theses. With the class work and independent projects, students had a clear introduction to the challenges faced by what Collier calls "Africa Plus." My goal is that some students might choose a career to help advance development among countries. At the end of the year, I feel good about this class, and I think the students do too. One of this year's students wrote a Facebook comment to an old student of mine (actually, the 2006 Enterprising Student of the Year) with whom we both communicate that I "prepared the class really well." I'll take it!

I enjoy economics and spending time outside of the classroom with students. Therefore, I had the great pleasure of sponsoring Fed Challenge teams for the two years of the contest's presence in our state. My students presented a mock FOMC meeting to justify actions on the target Fed Funds rate. Our first year, we won first place and got to travel to the Kansas City branch to compete in the district contest. The team earned second place the next year, but it was exciting because the group was much more sophisticated in their analysis the second time around. I loved learning about the economy with my students; we got to participate in conference calls with Fed economists and eagerly looked forward to the release of FOMC statements. Yes, we were as nerdy as that just sounded! As soon as the Denver

branch and/or the 10<sup>th</sup> district decides what to do with the next phase of their academic challenge, you can be sure that I will have a team.

3. How has the nominee developed creative and effective strategies for understanding economics or personal finance?

Just before graduation I was talking to a senior about my class she took as a freshman. It was fun because she remembered so much of the content from class. Annie listed ten or more simulations that I got from NCEE and FTE classes. By utilizing resources like a market in wheat, the left shoe pattern company, the dollar auction, the fishing game, and the pencil and candy command system simulation, my students experience economic principles as they learn about them. They also clearly remember the crucial lessons for years. I freely admit that I get most of my lessons from professional organizations and published resources. However, this year I am proud to share a creative and effective strategy I developed on my own. I call it the Elasticity of Demand Team Challenge (hopefully I'll think of a more interesting title next year) and when students finish the activity, they understand the determinants of PED and explain how price changes affect producers. I lectured about PED and then gave student teams some initial questions (I attached the worksheet at the end of this document). Then, student groups created products out of Play Dough and tried to convince other groups of "investors" that theirs was the most inelastic in terms of demand. After I worked out the kinks with my poor first hour class, the activity worked well with my other classes as well as with the classes of a colleague with whom I shared the activity.

4. How has the nominee demonstrated academic knowledge in economics or personal finance?

I learned early in life that my mother is generally right, so in my first year of teaching when she told me to take classes to move up on the pay scale, I listened. I registered for the Top Ten List of Economic Concepts and absolutely loved the class. Since that class nine years ago, I have participated in enough CCEE coursework to earn a Certificate in Economics from UCCS. As a result of my interest in economics, I changed schools to teach economics at the high school level. This shift required tons of reading; my library is stocked with college-level economics textbooks, lesson plan resources, publications from the Fed, current events-based books, and economic-based fiction. I also attended the CCEE annual lecture series for the past four years (and listened to the Hernando DeSoto presentation on CD since I had parent-teacher conferences the night of his talk). I also ditched a day of school to attend the Sustainable Business and Microcredit Conference in Denver when Muhammad Yunus presented. My interest in economics keeps me busy reading about and discussing topics, and evidence of my academic knowledge is surely presented in the high pass rate of my AP and IB students on their high-stakes exams.

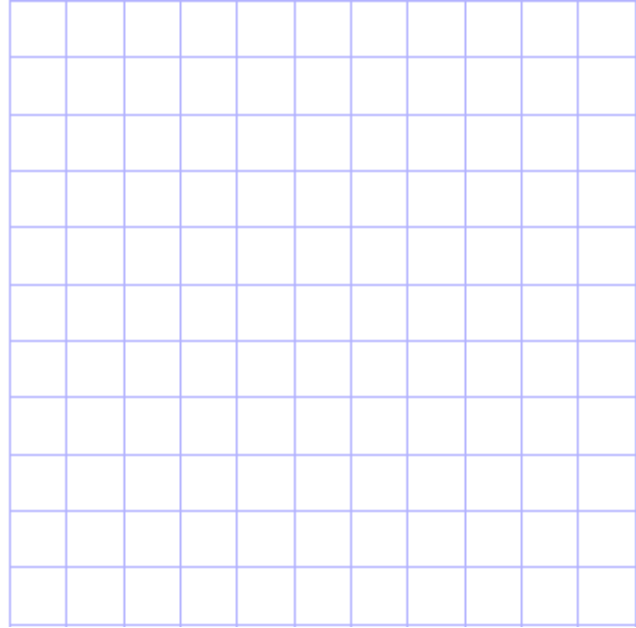


Good job. Now, let's do one more:

- 7) The axes should be eleven squares. Identify the price ranges 0 to \$22 and the quantity ranges 0 to 22 units.
- 8) Draw the supply line at a 45° angle.
- 9) Draw an elastic demand line. **The equilibrium should be the same equilibrium from the previous graph.**
- 10) Calculate your price elasticity of demand to make sure that you've drawn an elastic line. Use price values \$4 apart.

$$P1 = \quad Q1 =$$

$$P2 = \quad Q2 =$$



Elasticity coefficient =

- 11) Now, draw the shift that will result from increased tastes and preferences. Again, shift to the right by 3 squares (the gap between lines will look much smaller).

TR #1: \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

TR #2: \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

Finally, write a paragraph to explain why producers care about the elasticity of demand.

## **Elasticity of Demand: Team Challenge**

Now... let's get to the REALLY fun stuff.

Your group will have 10 minutes to invent THE MOST INELASTIC product possible. Create a model for your product using your container of Play Dough. Then, write down the reasons why it is super-inelastic. We will pitch our inventions to the class and vote to see which product is the closest to perfectly inelastic. Your presentation should be very persuasive and specific!

Ready, set, go!