In the summer between my Junior and Senior, I had planned to embark on what I thought was going to be a transformative internship experience, working with a non-profit in Nicaragua that placed teacher volunteers in classrooms across the city of Granada. This internship lasted a total of five days. I returned to the United States having failed what I had set out to accomplish over the summer; I thought that I had gained nothing from this experience, and moreso, I felt an overwhelming sense of shame from this failure. It is through that experience that I frame this project. This project will first examine the complexity of my own failure this past summer. I will then relate these experiences to a wider framework of teacher failure, and more importantly, resiliency.

Teachers face a multitude of complex situations in their own classrooms that they must account for in their lesson planning, classroom management, and presence in the wider school community. In teacher training programs, they are given the tools to address these situations, but nothing emulates the classroom experience like being in the classroom. My project is aimed towards addressing the perceived failures of new teachers as they begin to develop themselves professionally in their own classrooms. The outcome of this project is a professional development workshop for new and pre-service teachers; I will examine the wider school contexts in which failure occurs, the role of institutional support in moving through these failures, the importance of failure as a part of professional development, and tools and activities teachers can utilize to build their own resilience.