



EAGLE EYES

Volume 12, Number 3

News From Fall Trimester 2004

FOUR MORE GRADUATE FROM EAGLE ROCK

By Kristina Lobo, Fellow

Amber Horton, Dominique Millett, Evan Plaiice, and Hannah Stevens graduated from Eagle Rock on December 10, 2004, bringing the total number of graduates to 96.

Amber Horton came in ER 25 (Fall 2001) from Los Angeles, California. She says her time at Eagle Rock has helped her to become more patient and open with people, and to realize that she does not know everything. Amber's immediate plan is to work in Minneapolis, Minnesota as a grassroots organizer for the Democratic National Party. Starting next fall she will study political science and journalism at a college in New York, after which she hopes to become a public relations director and eventually a U.S. senator.



Born in Mexico and raised in California, **Dominique Millett** came in with ER-24 (Summer 2001). While at Eagle Rock he was most passionate about musical activities such as singing in the choir and playing the piano and the flute. His proudest achievements from his three years here are being a good friend and crafting the totem pole

that currently stands next to the Lodge. Dominique plans to get a job and apply to college in the near future, but his main priority right now is to spend time with his family.

Evan Plaiice hails from Westminster, Colorado and entered Eagle Rock with ER-26 (Winter 2002). He credits Eagle Rock with teaching him the importance of leading a balanced life, showing emotion, and living for the greater good rather than for personal interest. During his trimester breaks, Evan has done basic electrical engineering work at a flight simulator production facility in south Denver, and he plans to pursue this work for the foreseeable future. In addition, Evan intends to build his math skills at a community college this spring, transfer to a four-year college this fall, and eventually obtain his MBA as well as a pilot's license.



Following in her brother's footsteps, **Hannah Stevens** came in with ER-27 (Summer 2002) from North Russell, New York. An avid reader, musician, artist, and swimmer,

Hannah is known at Eagle Rock for her lighthearted approach to life and her deep connections with people. She considers her most significant growth during her time here to be in learning to love herself and to stick with activities she does not initially enjoy. Hannah hopes to study photojournalism and spend time abroad in college; her ultimate ambition is to work for National Geographic.



LINDA SAND GUEST LEAVES POSITION AS EAGLE ROCK DIRECTOR OF CURRICULUM

By Lois Easton, Director of Professional Development

Dr. Linda Sand Guest has left Eagle Rock for health reasons. She served Eagle Rock as Director of Curriculum from August 98 until the present. Her focus as Director of Curriculum was on establishing interdisciplinary courses. She sponsored the first summer all-school thematic unit related to the fifties, in preparation for the production of "Grease." She undertook a major revision of the Eagle Rock curriculum

guide. She also helped to change Eagle Rock's six-week schedule of classes to a ten-week schedule. She made professional development a priority for instructors, taking them to national conferences such as the Annual Conference of the Association for Supervision and Curriculum Development.

Linda was honored at graduation on December 10, 2004. She and her husband, Richard, are returning to Fort Collins. Jeff Liddle has been named to replace her (see story on page 5).

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LAN TO ANNOUNCES PLANS FOR THE NEXT ALUMNI REUNION

By Lan To, Life After Eagle Rock Specialist

It's time again. The Rock is calling you home. So make your vacation request, check out airfare, and book your lodging early. The Fifth Reunion at the Rock will be June 17-24, 2005. Yes, it's a week long! And, it's during Explore Week.

After speaking with alumni during the last reunion, I learned that time for former staff, former students, and graduates to interact and share more with the current Eagle Rock community was needed. That's where the idea for an Alumni Week which would coincide with Explore Week came from -- a way to relax the alumni week-end time crunch and increase interactions among alumni and current students.

Of course, we understand that not all former community members will be able to take a week off from their current school or work obligations to come reminisce and mingle with Eagle Rock past and present. So we will still have the traditional Alumni Weekend June 17-19, 2005 which will kick off Alumni Explore Week class June 20-24, 2005. Those who are able to stay and participate or teach an Explore Week can still do so, and we will still have a weekend together for those who can't stay all week.

To assist with our planning, we are soliciting ideas and comments. Some of the questions we have are: 1) Are you interested in staying all week? 2) Would you be interested in teaching an Explore Week class? 3) Would you be interested in being a student for an Explore Week class? 4) Would you be interested in teaching an Explore Week class shared by other alumni instructors (e.g. five alumni teach something different each day)? 5) Would you be interested in sponsoring evening activities with students?

Here are some ideas that are being thrown around. Let us know if you would like to participate or take charge.

House Reunions: Ponderosa, Aspen, Juniper, Piñon, Lodgepole, and Spruce loyalists will gather with current constituents.

Focus Groups: For anyone who wishes to create a focus group with alumni and former staff.

Info Sessions: Alumni may use time to let fellow alumni and current students know about opportunities in organizations they've worked with (Life After ERS opportunities and advice). Other topics of prime interest: Staying Sober Outside ERS, How 8+5=10 Transfers After Graduation, Real Life Beyond the Rock.

Alumni Network Planning: Alumni can meet to solidify plans and ideas from the last reunion and create and implement new ones.

**Alumni Wilderness Excursion/
Hike:** Alumni go on a hike or mini-wilderness led by an alumni.

Book Review Night: We would have a selection of books for individuals to choose to read by April 2005. During one of the evenings of Alumni Week, we would divide into discussion groups. Or we could choose one book for the entire group.

Film Review Night: Similar to Book Review, except films.

Open Mic/Poetry/Karaoke: A coffeehouse atmosphere inviting poets, musicians, and actors.

Please direct any comments, suggestions, and questions to Lan To at LTO@eaglerockschool.org or call 970-586-0600 ext. 1207. Please send all suggestions by the end of January 2005. Registration and final information on the 2005 Reunion will be sent in March.

For you early planners, rooms have been blocked at the Best Western Silver Saddle. Call by May 1 to guarantee a blocked room under "Eagle Rock Reunion Block." Rooms are \$92 for one bed and \$99 for two beds. 970-586-4476.

We look forward to having you home!

THREE GRADUATES ADDRESS THE COMMUNITY

By Lois Easton, Director of Professional Development

Three Eagle Rock graduates took the time to share their experiences, reflections, and thoughts with the Eagle Rock community. Davian Gagne, who was one of the first group that entered Eagle Rock in September 1993, graduated from Eagle Rock in the Fall of 1995. She graduated from the University of Denver in 2000 and just finished graduate school in social work there. She sent the following email to Eagle Rock:

Robert and ERS Community:

Greetings from Boulder! I wanted to write to give an update...



I moved home after graduation, quite an adjustment since I haven't lived at home since I was 17, and resigned from the University of Denver Bridge Project at the end

of August. A bitter sweet parting...I miss the kids but it was time to pursue other opportunities. Chris started law school in San Diego at Thomas Jefferson School of Law and has since been deep under cover in torts, contracts, and criminal law readings. He spends the majority of his time at the library. Yikes!

I have been spending time between Colorado and San Diego. I have surfed a few times, seen sea lions, and felt slimy seaweed between my toes.

During the humbling experience of being unemployed, I interviewed for jobs in Colorado and San Diego but had no offers until this week. I interviewed with an agency called MESA, Moving to End Sexual Assault. The position is the Prevention Education Coordinator. I had to give a presentation to the panel of staff interviewing me (thank you Eagle Rock for furnishing me with the skills and confidence as a presenter) about sexual assault

and present as if the audience was a group of 10th graders.

I didn't hear back from MESA and thought that they had chosen another candidate for the position, but low and behold, I received a message from the Director that I got the position. Yeah! I am thrilled that I will be working to recruit and train high school students to volunteer as Peer Educators. They will go to various middle schools and present on issues ranging from racism to sexual assault. I also develop and implement educational programs for teens and adults.

So I guess the moral of the story is that at the ripe old age of 28, I still implement all of the skills that I learned at Eagle Rock in my life now. I owe my educational success and first job out of graduate school to the staff and students at the magical place called Eagle Rock. For those of you doubting the process, I hope that you can look at my journey as concretized proof that what they are teaching you in and outside of the classroom carries you throughout your entire life.

Take care of one another. And again, many thanks to the outstanding staff. I am forever in your debt.

Love, Davian

Donnie Adams graduated from Eagle Rock in the Summer of 1999 and entered the University of Colorado, Boulder, to major in social studies. He graduated from CU in 2004 and accepted a position as a fellow in the social studies department at Eagle Rock. He is the first of what we hope will be many ERS graduates to return to Eagle Rock to teach. He submitted this article to the student newspaper "From Under the Rock."



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Cynthia Elkins
Arts

Jacques Fournet
Wilderness & Outdoors
Education

Jimmy Frickey
Mathematics

Mike Glowacki
Head Cook

Richard Gordon
Learning Resources
and Information

John Guffy
Service

Dick Herb
Director of Operations

Sheri Jackson
Business Administration
Specialist

Janet Johnson
Science

Janice Lee
Registrar

Jeff Lemon
Sous Cook

Jeff Liddle
Director of Curriculum

Karolee McLaughlin
Music and Performance

Jen Morine
Human Performance

Molly Nichols
Language and Literature

L'Tanya Perkins
Admissions Associate

Tim Phelps
Chef Instructor

Scott Rashid
Cook

Russ Rendon
Spanish

Philbert Smith
Director of Students

Terry Tierney
Assistant Facilities

Lan To
Life After Eagle Rock

Jesse Tovar
Health and Wellness
Counselor

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Eagle Rock School is eleven years young, and if you ask the people involved with its conception they will tell you that what has been established is more of a ground breaking than a final sculpture. Day after day we continue to dig, plan, change the plan, check the blueprint, scrap the blueprint, grow heroes, build leaders, and house revolutionaries who will undoubtedly change the world. Needless to say, our strides have been large, but our journey is long.

When Robert Burkhardt, Mak Itabashi, and Tom Dean combined their vision of this journey, and the building of this community, they recognized that strong values could make Eagle Rock truly unique amongst the high schools of the nation. In congruence with the standards that would make Eagle Rock great, its founders understood that there is an equally powerful core of destructive ethics that can tear the idea of Eagle Rock apart. The product of this deliberation is the suspect math of $8 + 5 = 10$ and the outcasts of this system, the non-negotiables. If $8 + 5 = 10$ is the foundation on which the vision of Mak, Tom, and Robert could stand tall, then the non-negotiables are the termites that can slowly eat away at its structure if unchecked.

How well can you hear me if I punch you in the face before I speak? How long do you remain a committed learner while under the influence of drugs and alcohol? Can you say, "I love you" while having sex with a fellow student, endangering their health and chance at success? Is your body a shrine while filled with smoke? It is clear that living in this community and embracing the ideology of $8 + 5 = 10$ cannot work in sync with destroying your mind, your body, and disrespecting

the individuals with whom you live.

Hundreds of students have taken advantage of this community and broken the code that has defined us for the past eleven years. When someone decides to engage in sexual activity, drug use, or violence at ERS, they have attempted to negotiate the values of the school; this is impossible because they are non-negotiable. Philbert Smith has delivered the consequences for most of the misguided that have chosen to stray from the goal, and never has he referred to an Eagle Rock manual.

One of the most important reasons that Eagle Rock School requires Philbert to do his job is because there is no manual or code for what to do when a student takes part in non-negotiable behavior. Philbert is the facilitator of the process that follows the discovery of student misbehavior; he is not the man in the black mask waiting at the guillotine. He is the person trying to hold students accountable as their fellow students (friends) fail to do so. He is not a man who has lost sight of fairness. He is a man acting responsibly to facilitate growth so that non-negotiables do not continue to crumble our home to the earth. For now he is this man alone, waiting for this community to join him.

Erin Saunders graduated from ERS in the summer of 1997. She promptly enrolled in Maryville College in Tennessee, and earned a degree in linguistics. She found time during her studies at Maryville to marry ERS graduate Jeremy Martinez (who also graduated from Maryville). After graduation from Maryville, she and Jeremy moved



back to Colorado where Erin is working towards a Masters in Nonprofit Management. She wrote this list for current (and future) ERS students who might be thinking of not graduating from Eagle Rock.

15 Reasons to Graduate From ERS

1. You are prepared to graduate from college (I promise).
2. Or to get a job (but you really should go to school because if you do. . .)
3. Eagle Rock will help pay for it. (Talk to Dick Herb. You guys don't do all that service on Graduate Work Day for nothing.)
4. You are already on your way to being WAY more responsible than people who only went to normal high school (poor things).
5. You already know that no one will do your work except you.
6. You get to come back and visit, and still feel proud.
7. The cool purple caps and gowns. (Look how stylish everyone on the graduate wall looks.)
8. You can eat at the Waffle House, not work there.
9. You will feel a responsibility to get a job that serves others. I haven't met a graduate who doesn't. This is a good thing.
10. You already have learned how to work with people who have different personalities than you do. Trust me, you need this skill.
11. You will have learned how to present yourself well in front of others. This is especially important when you are trying to get a job.

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JEFF LIDDLE NAMED DIRECTOR OF CURRICULUM

**By Lois Easton, Director of
Professional Development**

Jeff Liddle, formerly Director of Outdoors Education, has replaced Linda Sand Guest as Director of Curriculum (see story on page 1). Liddle, whose wife Nanette is a massage therapist and whose two sons attend Estes park schools, brings his extensive knowledge of experiential education, organizational development, and facilitation to the his new position.

As the new Wilderness Program Instructional Specialist, Jeff wrote to introduce himself to the readers of "Eagle Eyes" in November 2000. Here are some excerpts from his introduction:

As I write to introduce myself to you on this, the day before Thanksgiving, I am naturally drawn to share my story through the lens of gratitude. Coming to Eagle Rock and serving as the Wilderness Program Instructional Specialist is the culmination of 19 years of adventure programming and a short lifetime of involvement with the outdoors. My gratefulness at the opportunity to serve Eagle Rock lies at the surface of a much deeper appreciation for the life with which I've been blessed and the role the outdoors has played in it.

Growing up in western Pennsylvania around Thanksgiving meant one thing -- whitetail buck deer hunting season. The Monday following Thanksgiving is a holiday in Pennsylvania and signals a time when everything stops for opening day. My weeks leading up to the big day were filled with many jaunts through the woods, scouting for signs of the big buck on the bare back of "Priscilla," the wild, midnight-black pony the neighbors had given me. When I was 15 my scouting paid off, and I shot my first deer. Lessons of death were plentiful as I looked into the lifeless eyes of that deer. I will never forget the

conversation I had with my father as the sun set on that day. Never would I have guessed that in three short months his stay on this earth would also end. I am grateful for those early days of romping in the woods, for 15 years with a loving father, and for the lessons of rural living.

In 1983, Paul Petzoldt, founder of the National Outdoor Leadership School, was visiting my college campus. Having a keen interest in learning about outdoor leadership, I approached Paul and inquired about doing an internship with the Wilderness Education Association (Paul's latest project). He paused and looked me in the eye. While I waited for the grilling about my outdoor skills, I began to sweat. I had never been west of Ohio and had barely carried a backpack. Then it began: "Have you ever driven a tractor? Have you ever filled a barn with hay? Have you ever pulled a calf from a cow during a hard delivery?" And on and on it went. After I answered affirmative to everything, he shook my hand and said, "I think you'll make a fine outdoor leader. Show up in Driggs, Idaho, on June 6."

I learned a lot that summer in the Tetons and have been passionate about wilderness ever since. Among other things, Paul taught me that character, hard work, and good judgment or what he called "horse sense" were far more important than any mountain climbed or piece of gear in one's closet. I am grateful for Paul being in my life.

This morning, I awoke to a dinosaur snorting at my side. Merely three inches from my face stood Ben, my three-year-old. Of course, he refused to be called Ben. Correcting me, he said, "I'm not Ben, I'm a T-Rex." Adventure is in the eyes of the

beholder! Thanks to my boys (Max who is eight and Ben), I am reminded over and over again that adventure is around every corner and, though mountains are nice, blankets hung over two chairs provide as many hours of adventure! I am grateful for their spirits. They humble me daily.

The past 15 years have been full of adventure and the one person I've shared most of it with is my life partner, Nannette. We have bicycled across the USA, led wilderness trips together, hiked, climbed and paddled all over the country. The outdoors even brought us together. We met on a wilderness course. Wild country is as necessary for our souls as water is to our bodies. I am grateful for Nannette's spirit, compassion, support and love.

In closing, I look forward to many years of grist for the gratitude mill here at Eagle Rock. I have great visions for the wilderness program and hope to help provide as much life changing opportunity for students as I've been blessed to experience in my life. And, I can't wait to sit down to that turkey dinner tomorrow!

Of course, Ben is now seven and Max is now twelve. Jeff still has his attitude of gratitude but he's looking forward to his new position. As Director of Curriculum, he wants to accomplish these goals: Increase staff's ability to work with a diverse student population; increase staff's ability to integrate personal growth into the academic curriculum; increase staff's ability to address specific learning challenges of our students; decrease the amount of time it takes to graduate and, at the same time, increase the intensity and intentionality of a student's time at ERS; increase the staff's ability (time and techniques) to reflect, generalize, and disseminate what we are discovering about learning; articulate a common set of instructional principles that guide practice; and increase staff support to provide learning opportunities based on instructional principles.



MARGRETTE CASTRO NAMED DIRECTOR OF PUBLIC ALLIES FELLOWSHIP PROGRAM

By Kristina Lobo, Fellow

The fall of 2004 marked the beginning of the third year of Eagle Rock's partnership with Public Allies. With Dan Condon assuming an Associate Director position in the Professional Development Center, Margrette Castro stepped in as the new Director of the Public Allies Fellowship Program on August 20.

Margrette's story swings like a pendulum between her life abroad and her life in Colorado, with her cultivating each one alternately. Originally from a tiny village outside Manila in the Philippines, Margrette's family moved to Denver when she was nine years old. She earned a BA in Psychology from the University of Puget Sound, and then worked for over two years in Turkmenistan as a Peace Corps volunteer, teaching fourth through tenth graders English. Following her service term, Margrette traveled around Asia for six months and then spent two years back in Denver as a regional representative and recruiter for the Peace Corps.

Never one to stay in the same place for long, Margrette moved to Uzbekistan to manage the Teacher's Excellence Program. There she helped teachers of English and American Studies throughout the country network with each other and access resources such as grant money and professional development opportunities in the U.S. Later, as director of the Future Leaders Exchange Program, Margrette organized high school student exchanges between Uzbekistan and the U.S.

Margrette returned once again to Colorado to study International Relations at the University of Denver, com-

pleting a two-year Master's program in just over a year. She took a sabbati-

cal for the remainder of the program to do a fellowship in Jordan through USAID's Emerging Market Development Advisors Program. While in Jordan Margrette worked as an advisor for non-profit organizations in the education and business sectors.

Feeling the pull back to Colorado, and eager to continue working in education and community development, Margrette found a perfect next home for herself at Eagle Rock. Among her many responsibilities as Director of the Public Allies Fellowship Program here, her work with the fellows and their supervisors ensures that each partnership is optimally beneficial for everyone involved. Her goal is to provide the opportunities, guidance, and administrative support for fellows to take ownership of the program and steer it in the direction they want to go.

When asked if she's itching to relocate soon, Margrette says she plans on staying a while. Being at Eagle Rock, she finds herself learning a lot about other cultures and the kind of community buy-in and responsibility that is so important in international relations. More importantly, her family is here, she loves the landscape and the lifestyle, and she will always consider Colorado her home.



DEMOCRACY CLASS PREPARED COMMUNITY TO VOTE

By Kristina Lobo, Fellow

At the beginning of the fall trimester, instructors Mohammed Elgazzar, Jimmy Frickey, Donnie Adams, and Chase Orton arranged for classes to be suspended on Election Day. They then told the students in their *Is Democracy Fair?* class that they had complete control over what the community did all day on November 2nd, so they should start planning.

The eleven students decided that their goal for Election Day was to provide community members with thorough and unbiased information about each presidential candidate's platform before they went to the polls. Their instructors gave them three full class periods and the ends of two additional periods to plan for the day, posing only two questions to guide their design: *What does*

the community need to know? and *How do you want to present it to them?*

In their planning time, the *Is Democracy Fair?* students used various voting systems that they had studied in class in order to select the issues they would cover. They concluded that the fairest system was the Condorcet method, according to which the option that beats every other one in head-to-head competition wins. The students divided the chosen issues among themselves and their instructors, developed a schedule for the day, and went to work preparing for their individual presentations.

When November 2nd arrived, the *Is Democracy Fair?* class ran a short morning gathering to brief the

...*Democracy - Continued from Page 6*

community on the day's schedule. They divided everyone present into seven groups and sent each group to a different station in the Lodge. The groups then rotated through the stations, participating in a fifteen-minute issue presentation by one of the class members at each station. After one complete rotation and a short break, the other half of the class took over the stations, the community was divided into seven new groups, and a second rotation commenced.

Over the course of the morning, participants were aided in determining their positions on ballot referenda by Devin Bearden, education by David Courtney, abortion by Veronica Flores, Social Security by Vanessa Harvey, Iraq by Amber Horton, media bias by Rob Liddell, the Patriot Act by Josh Martin, gay marriage by Dominique Millett, the environment by Kelly Morris and Jillian Weiser, foreign policy by Evan Wells, and taxes by instructor Jimmy Frickey. Taking advantage of the creative freedom their instructors had given them, the *Is Democracy Fair?* students used everything from board games to visuals to fact sheets to role playing to get their points across. When the class members were not presenting, they participated in their classmates'

presentations and offered feedback when appropriate. Instructors Chase Orton and Mohammed Elgazzar had participants complete written and online surveys in order to learn which political parties their views aligned with most closely. Instructor Donnie Adams observed the students' presentations and acted as a timekeeper.

The entire community reconvened at lunch, enjoying special election-themed goodies prepared by the kitchen at the class's request. Students voting for the first time, as well as staff, headed in busloads to the polls in town. Upon their return, everyone gathered in the Learning Resource Center amphitheater to view the documentary *Unprecedented: The 2000 Presidential Election*.

After the movie, the *Is Democracy Fair?* class put on a mock debate among the six major presidential candidates. Members of the class represented the viewpoints of George W. Bush (Republican), John Kerry (Democrat), Ralph Nader (Independent), Michael Badnarik (Libertarian), Michael Peroutka (Constitution), and David Cobb (Green). They discussed their stances on the Kyoto Protocol and the Clean Air Act, and took questions from the community in the style of a town hall meeting.

The rest of the afternoon and evening was open for students and

staff to watch the election coverage in the Lodge, where plenty of snacks and soda were made available. The next day, on the heels of Bush's win, the Wednesday night community meeting was dedicated to watching *Celsius 41.11*, the conservative rebuttal to *Fahrenheit 9/11*.

The *Is Democracy Fair?* class spent its entire next session debriefing the events of Election Day. The students and the instructors had received numerous compliments from students and staff outside the class that led them to believe that all aspects of the day were successful. Showing great pride in their individual contributions, the students shared all that they had learned about how to organize themselves and how to present. They concurred that similar events should be held in the future, preferably the day before the election rather than the day of the election.

The class also raised the issue that, with all the day's activities focused on helping people decide which presidential candidate to support, many community members felt disempowered when the candidate they supported did not win. They suggested that next time there be a focus on all the ways that citizens can create change in a democracy besides voting every four years in the national election.

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12. You will always have a group of people you can count on for support, even after you leave. (This probably happens whether you graduate or not, but graduate anyway.)
13. You can watch your mom, dad, grandma, etc., cry from happiness while you give your final POL.
14. You actually respect and love your high school teachers. All of them. I don't know anyone who

graduates from traditional high school and says this.

15. You get to know how hard you worked for your diploma. It is one that you truly earn and can be proud of.

Good luck this trimester and every trimester 'til you graduate! Love, Erin.

EAGLE ROCK MAKES FORAY TO FALL FORUM

By Dan Condon, Associate Director of Professional Development

Four Eagle Rock staff members and two Eagle Rock students attended the Coalition of Essential Schools (CES) “Fall Forum” in San Francisco, California this past November. Staff members Jeff Liddle, Janet Johnson, Lois Easton and I – plus students Tangeree Gillette and Vanessa Harvey – spent four days in the Bay City.

This year’s Forum celebrated 20 years of the Coalition. The theme for the conference focused on *Equitable Schools For A New Democracy*. According to the CES website, “The Fall Forum, CES’s primary networking and professional development event, attracts several thousand educators, parents, students, and leading thinkers in education from around the world to exchange ideas, ask questions, and share insights about effective school practices and designs.”

Lois Easton, Director of Professional Development explained, “The Coalition is a high school reform network founded by a small group of schools impressed with the works of Dr. Theodore (Ted)Sizer at Brown University.”

With hundreds of affiliated schools around the country, the national office of CES helped to arrange the founding of Coalition regional centers. As of September 2003, there were 19 regional centers, offering direct support to schools in the areas of school design, classroom practice, leadership, and community connections. CES National, which relocated to Oakland, California in 1998, continues to lead the movement by maintaining and strengthening the national network and conducting research and advocacy at the national level.

Lois, Tangeree, and Vanessa presented two conference workshops at the Fall Forum. The first was titled “Graduation by Documentation – Not by

the Seat of Your Pants.” In the workshop, Lois and the students worked with schools that were interested

in learning more about standards-based education. Lois, Tangeree and Vanessa facilitated learning through playing a board game to experience both systems and helped participants learn how Eagle Rock uses a documentation-based approach. They also addressed some of the barriers that schools may face in moving to that approach.

The second workshop they presented was “Small’s Not All: What to Do Once You’re a Small School.” This session helped newly forming small school staffs (or those planning small schools) to learn how Eagle Rock develops culture, program, curriculum-instruction-assessment, use of space and time, governance, events, traditions, teaching and learning.

Eagle Rock School was recently selected to participate in CES’s Small Schools Project, serving as one of six newly announced mentor schools (for a total of 14 over a two-year period). Through this project Eagle Rock will “actively engage in spawning new schools through on-site programs.” Lois and I attended several meetings to learn more about our role in this process.

Eagle Rock student representatives to the conference reflected on their experience. Vanessa shared that she was grateful to have had the opportunity to attend the conference and to present to other educational institutions. She thinks that other schools’ hearing from students is a powerful example of why Eagle Rock works. Through presenting, Tangeree learned that the education world is just now coming to think about what Eagle Rock has been doing for over ten years.

VISITORS REFLECT ON EAGLE ROCK EXPERIENCES

By Dan Condon, Associate Director of Professional Development

In a survey of PDC visitors, educators made the following comments about how their Eagle Rock experience might impact their work. Here are some responses:

- ◆ *The purpose of my bringing members to ERS is to have them experience and look at a different approach to learning.*
- ◆ *Gave me new perspective on teaching students and community.*

- ◆ *Personally, I am finding it hard to implement a lot of the Eagle Rock strategies at a public elementary school in Denver.*

- ◆ *The Eagle Rock School is everything I’ve dreamed a school can be and it is happening. I feel so lucky to have visited and witnessed this. Talk about a shot in the arm to keep moving forward. And, I consider myself doubly lucky to have been able to bring a group of teachers from my school to experience the same things I’d*

...Visitors Reflect - Continued from Page 8

experienced in an earlier visit. They had the same reactions as I. We now have a team working to get the Eagle Rock spirit going in our public school.

- ◆ *It made me realize that ways that are used in the classroom need to be adjusted to include more of my students.*
- ◆ *Our visit to Eagle Rock helped a group of us (5 from building, 16 from district) to discuss and explore ideas and form a shared philosophy that will guide leadership and decision making. We all returned with a commitment to begin by forming a true community that supports both students and staff.*
- ◆ *I needed reinforcement of my own personal philosophies, not just for teaching, but for living in general. Eagle Rock seems to be willing to commit to a process which reflects the better elements of human nature. Just knowing that it is out there, functioning in some kid's lives, was great inspiration, and helps keep my batteries charged, and my spirits up. I may also try to locate some situation akin to yours (do any exist?) after retirement, two years from now.*
- ◆ *I was very impressed with the interaction and respect shown for each student and the way each student's voice was heard. I hope to improve my ability to involve each student.*
- ◆ *By questioning what we want our students to become in the future and if it's worthy to change our philosophy of education and/or our statement of belief.*
- ◆ *I observed how powerful an atmosphere of respect along with high expectations for all stakeholders can be in promoting school-wide excellence.*
- ◆ *Provide one framework that is obviously effective in creating an environment that is conducive to improving student outcomes.*
- ◆ *I will evaluate the way I assess students differently based on their learning styles and look for ways that I can use other curriculums in my class so as to have my class to appeal to students who may not like that particular subject*
- ◆ *Encourage me to be less judgmental of students.*
- ◆ *It has allowed me to see how others who don't succeed in public schools, can succeed at Eagle Rock.*
- ◆ *As a teacher in a high school classroom, I would be more likely to encourage the students to succeed at the school that they are at right now. And if not then to choose a school that they will fit into and not one where they would be the outcasts.*
- ◆ *This shows me just how bad I didn't have it. It shows me what people are willing and capable of.*
- ◆ *Everything at school is for adolescents; it is important, I like so much the chairs in the library.*
- ◆ *Share with members the mission and approach to education especially the teacher student relationship.*
- ◆ *I will give my students more choices.*
- ◆ *It will make me try harder as a teacher to reach all students.*
- ◆ *I see that they did things very different, but it worked for that school set-up. In a public school, I do not think that things would run as smoothly.*
- ◆ *It has simply helped to open my eyes to a new way of teaching as well as learning. It helped me to realize the importance of educating us about ourselves as well as the world around us.*
- ◆ *My visit makes me want to get students more excited about what's going on in the classroom. It also makes me want to know my students more as a person rather than just a student.*
- ◆ *I have realized that learning can take place in an informal setting. I enjoyed being relaxed during discussions and I felt that the students benefited from this also.*
- ◆ *It gave me an opportunity to see where the public schools were lacking in terms of student assistance.*

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- ◆ *It gives me a greater respect for students who choose to further their education at a school like this.*
- ◆ *It has really opened my eyes to want to include all the students in my classroom, even the ones that do not want to be there. Many just need that extra bit of attention or push forward. A teacher can make a difference!*
- ◆ *Opens eyes to a completely different approach to teaching. The visit has expanded my knowledge of teaching and has provided a positive impact on my work.*

- ◆ *More than anything, my visit to Eagle Rock School has helped me see the amazing potential of students when placed in an education setting that is appropriate to their learning needs. Many times I think it is easy for teachers to disregard these students as those who will inevitably fail and who in many ways are helpless. Although I have never shared these views or perspectives, the professional development center has provided me with additional motivation and strategies to continue to advocate for children who may struggle in traditional educational settings.*

EAGLE ROCK'S GRADUATE HIGHER EDUCATION FUND NOW OFFERS \$6500 TO EACH GRADUATE

By Dick Herb, Director of Operations

The best part of my job is writing checks to the schools of our graduates to help pay for tuition, books, laptops and more. It feels good.

We now have 96 graduates. Of these, 55 have received awards from the Eagle Rock Graduate Fund. Read what two Eagle Rock graduates who are also college graduates have to say about the support they received from Eagle Rock. Here are the comments of Davian Gagne and Erin Saunders Martinez.

Davian Gagne

I attended University of Denver for both undergraduate and graduate studies. I graduated in June of 2000 with a Bachelor's of Arts in Psychology and a minor in Sociology. After graduation I accepted a job at Deveraux Cleo Wallace working with mentally ill children and adolescents; it was a difficult job and working with acute mental illness weighed on my heart. I then went back to the job where I worked as a work-study undergrad, The Bridge Project, and worked as the assistant to the executive director for the next five years.

During that time I decided to go back to graduate school and applied to the Graduate School of Social Work at the University of Denver. I specialized in family practice and during my last year of school had an internship at Denver Health. During my internship I worked at four community clinics and ended up

working on OB/GYN and assisted new mothers with resources before they were discharged.

In the spring of 2004 I received a master's in Social Work. I stayed at The Bridge Project after graduation and continued to search for employment in my field. I am currently employed at MESA – Moving to End Sexual Assault-- as the Prevention Education Coordinator. I recruit high school students to volunteer; they receive over 30 hours of training on Sexual Harassment, Sexual Assault, and Dating Violence. They then go out into the middle and high schools to give presentations to the students. I also develop and implement new curriculum for the presentations. So far I am really enjoying my job and feel truly fortunate to be working with a dedicated and passionate group of women.

Robert & Dick, as always, thank you for helping me with my education. If there is more money coming in the future, I have over \$50,000 in loans that is hovering over my head, so every little bit helps. Please let me know if I can be of any more help.

Erin Saunders

Eagle Rock has been a key in my life in many ways. Robert has been the key for me getting accepted to College, Graduate School, and Graduate School again (I changed my major), by writing countless recommendation letters. Eagle Rock was the key for me succeeding in college. While my peers were dizzy with the freedom of being away from home, I was in charge of my learning. Eagle Rock has provided me with the key for open communication. All of the community

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learning and group building that is an integral part of Eagle Rock has been useful in my personal and business communication skills since my graduation. Eagle Rock is the key to the way I view the larger world and my place in society. I cannot help but feel personally responsible for the things that go on in my community after living at Eagle Rock.

Here are some of the doors that have opened for me with the keys Eagle Rock provided. I met my husband, Jeremy, at Eagle Rock, and we have been working together for six years to create an intentional life. I graduated cum laude from Maryville College in Tennessee. The Scholarship Fund has helped me pay for my student loans. The presentation skills I learned at Eagle Rock have helped me advance in my career at the Boys & Girls Clubs of Metro Denver as well as in school. I became a Colorado Trust Fellow at Regis University and am receiving a full scholarship to the Masters of Non-profit Management program. Jeremy and I were able to buy a house.

Eagle Rock is not something that is in my past. Eagle Rock is still very much a part of my every day life. I have the things I learned at Eagle Rock in the back of my mind for every decision I make. I find myself saying

things like, "Be the change you want to see in the world." I volunteer every Monday at Rocky Mountain Deaf School as a teacher's assistant. Eight plus five equals ten lives in me. I am grateful for the continued relationships I have with the staff and students I came to know at Eagle Rock. Eagle Rock has truly changed my life, and I am grateful for it every day.

Eagle Rock Graduate Fund Position

For FY 2004 – (Sept '03 thru Aug '04)		
Beginning Bal	(9/1/03)	\$344,165
Gifts & Earnings		100,187
Change in net Asset Value		52,489
Grants		20,017
Expenses		6,904
End of Year Bal	(8/31/04)	\$469,841
Current Bal	(12/10/04)	\$545,000
Total Awards since Inception		\$86,325
Total Expenses since Inception		\$31,118

Thanks to all who have helped build the fund and thanks to those who, having skimmed this article, are now looking for their checkbook or going on line and signing up for eScrip (eScrip.com).

EAGLE ROCK AND HIGHER EDUCATION

By Lois Easton, Director of Professional Development

Eagle Rock School and Professional Development Center (ERS) works with higher education in a variety of different ways in addition to the way most high schools interact with higher education (through encouraging and supporting its students in continuing their learning careers). Through the Professional Development Center, ERS works with interns pursuing learning beyond their undergraduate degrees, provides an alternative licensure program, and contributes to teacher preparation programs at nearby colleges and universities.

Interns

From the beginning, Eagle Rock has hosted interns through the Professional Development Center. Mostly recent college graduates,

interns come as a cohort group for a year's internship. They are paid a small stipend and provided room and board and (through a partnership sponsored by Public Allies, a non-profit funded through Ameri-corps) given health, dental, and life insurance as well as an end-of-service educational grant.

Generally they come to Eagle Rock for professional growth. They learn about working with youth, particularly young people who have not been successful in traditional settings. They learn about teaching and learning. They learn about education in general. Although their learning is mostly experiential – day-by-day, hour-by-hour, as they work with students and with their own mentor and other teachers – they also have weekly learning semi-

nars that help them reflect on ..and analyze what is happening to them. Through these seminars, they focus on the relationship between learning theory and what they are experiencing. They also learn about themselves as professionals and how to work in an organization, particularly a non-profit. Although they don't usually expect it, they also experience considerable personal growth.

They provide considerable service at Eagle Rock, teaching classes and participating extensively in community life. They serve as models and forge close relationships with students.

After a full year at Eagle Rock, they leave. Some enter the teaching field in either public or private schools. Others work on advanced

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degrees, often in education. Still others work with youth in wilderness endeavors or community-based organizations such as Boys and Girls Clubs.

No matter what they do, twelve interns a year have continued their education at Eagle Rock.

Alternative Licensure Program

Some of each year's interns extend their learning by participating in Eagle Rock's alternative licensure program, certified by the Colorado Department of Education. Their year-long experience at Eagle Rock qualifies them for a regular teaching certificate in Colorado, one they would have obtained had they attended a teacher preparation program at any Colorado university or college. Eagle Rock's Alternative Licensure Program provides a higher education experience comparable to a Masters in Teaching.

They are assessed, as are all teacher candidates, according to the eight Colorado State Standards for Teaching. At Eagle Rock, the teacher candidates prove their worthiness for teaching by constructing a detailed portfolio as well as by being observed carefully as they conduct

learning in their classrooms.

As licensed teachers, they are ready to enter teaching in any public or independent school, in Colorado or out-of-state (after meeting individual states' idiosyncratic licensing requirements).

Technical Assistance to Teacher Preparation Programs

Most of Colorado's institutions of higher education – and several from other states -- avail themselves of the technical assistance that Eagle Rock offers. Indeed, experiencing Eagle Rock is part of the teacher preparation program in several colleges and universities, such as Hastings College, Nebraska, and the University of Colorado at Boulder. Twice a year, Hastings College teacher candidates, in the middle of their student teaching, trek to Eagle Rock for a three-day field study. They construct their Eagle Rock experience according to a research question they wish to answer, collect data, and present their conclusions at the end of their visit. Yearly, Eagle Rock students and staff travel to the University of Colorado, Boulder, to address undergraduates contemplating a career in teaching.

In addition to these two examples, Eagle Rock works with higher education in terms of

these experiences:

- welcoming practicum students (graduate and undergraduate) who need to observe classes;
- hosting student teachers; and
- providing research opportunities (masters and doctoral levels)

Many colleges and universities, such as Colorado State University's Project Promise (a program that supports individuals making mid-career changes into education), send entire classes to Eagle Rock for an experience that is a half-day or longer. Following an orientation and tour, these educators-in-training shadow students and staff, debrief their experiences, and sometimes participate in seminars or panel discussions with Eagle Rockers on special topics. They often report that their "field trips" to Eagle Rock are the most meaningful experiences during their teacher preparation program.

Finally, materials developed at Eagle Rock are proving useful to teacher preparation programs. In particular, *The Other Side of Curriculum: Lessons From Learners* has been used as a textbook in graduate and undergraduate courses.

AMERICAN HONDA EDUCATION CORPORATION

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