



EAGLE EYES

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News From Summer Trimester 2004

ROCKIES RESONATE WITH ERS'S SOUND OF MUSIC —

By Lois Easton, Director of Professional Development

The Colorado Rockies reverberated with more than the sounds of rain, thunder and hail this summer. They resonated with the sound of music.

Eagle Rock's tenth summer musical *The Sound of Music* was Director Alison Trattner's last (see accompanying story "Beloved



Teachers Depart ERS"), capping a production career that included *Midsummer Night's Dream*, *The Wizard of Oz*, *Big River*, *Grease*, *Romeo and Juliet*, *Godspell*, *Guys and Dolls*, and

You're Gonna Love Tonight, a pastiche of Stephen Sondheim songs.

Still, there **were** sounds of rain, thunder and hail and flashes of nearby lightning in an unusually wet summer for Estes Park, and they caused the cancellation of two of the outdoor performances; others were moved inside. Altogether a cast and crew of students, staff, and staff children at



Eagle Rock presented the musical on July 17, 18 (twice), 22, 23, and 24,

with the July 18 matinee at the Stanley Hotel.

Alison admitted that the choice of *The Sound of Music* had a personal relevance for her; she remembers watching it, stars in her eyes, as young girl. As she wrote in the program, "One summer afternoon in the 1960s, I sat beside my beloved grandmother in a dark cinema, entranced. On the screen, prototypes for things that are possible, beautiful, bold and romantic imprinted themselves indelibly on the template of my mind."



...See *Sound of Music* - Page 6

THREE FELLOWS LICENSED AS TEACHERS THROUGH EAGLE ROCK—

By Lois Easton, Director of Professional Development

Three fellows completed a program at Eagle Rock that allowed them to receive a Colorado State Teacher's License. Anna McCause, Molly Nichols, and Stanley Richards were selected in the fall to begin their licensure program, and they completed their requirements in time to walk across the stage to receive their licenses on Friday, August 6.

Eagle Rock was named an Alternative Licensure Site by the Colorado Department of Education in 2000 and has worked with staff to obtain and update their own licenses before extending the program to the fellows. The license received through Eagle Rock is the same given through approved teacher education programs in colleges or universities.

In order to receive their licenses, all three fellows needed to complete a portfolio aligned chapter-by-chapter

with the Colorado Teacher Performance Standards. Requirements include reading and discussing articles about teaching, analyzing videotapes of their teaching, creating and analyzing case studies, writing essays, observing other teachers, and reflecting on their practice in journal articles.

They were mentored throughout the year by licensed Eagle Rock instructors. Cynthia Elkins mentored Anna McCause in art; Alison Trattner mentored Molly Nichols in English; and Janet Johnson mentored Stanley Richards in science. As part of the mentorship, the Eagle Rock teachers observed their fellows and provided feedback and evaluation. The mentor-mentee pairs planned and taught together and also taught with other teachers in multidisciplinary classes.



Stanley has been employed as a science teacher in the Oakland, CA school started by former ERS Director of Students John Oubre. Anna McCause is looking forward to continuing her education in art, joining the Peace Corps, and eventually becoming an art teacher. Molly Nichols is staying at Eagle Rock to continue her teaching in English.

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BELOVED TEACHERS DEPART ERS

Alison Trattner, who has been at Eagle Rock for nine years as English and Foreign Language Instructional Specialist, and James Sherman, who has been at Eagle Rock for seven years as Social Studies Instructional Specialist, are moving on.

Alison Trattner

Along with teaching writing, reading, literature, drama, and French, Alison also directed every one of Eagle Rock's summer extravaganzas (see related story about *The Sound of Music*). With her intern, she WAS the English department, and she converted Eagle Rock into Broadway every summer with musicals such as *Midsummer Night's Dream*, *The Wizard of Oz*, *Big River*, *Grease*, *Romeo and Juliet*, *Godspell*, *Guys and Dolls*, and *You're Gonna Love Tonight*, a Sondheim revue. (Yes, even *Romeo and Juliet* and *Midsummer Night's Dream* became musicals, under Alison's direction!)

Alison's job was her life; it was not unusual to find her at Eagle Rock in the evenings and on weekends, even when not directing a musical. She developed and refined the Eagle Rock English and foreign language programs from scratch, including Write for the Rock, the newspaper class that helped students learn to write, and Act Out, a literature and drama class. She created and worked continuously to improve the process by which students produced research papers on subjects they cared about.

Students describe her as passionate – about students' reading, writing, and acting skills but as much so about them as individuals. Her energy was remarkable. Sit in one of Alison's classes for a couple of hours, and you'd be out of breath! Actually, you'd be up and about, constantly doing interesting activities to learn. She was demanding – some

say a perfectionist – of herself and others.

Alison will take some time off to decide what to do next in her life and career. This year's English fellow, Molly Nichols, will take her place until a new English Instructional Specialist is found.

James Sherman

Like Alison for English, with his current intern, James WAS the Social Studies Department. He taught it all: American government, American history, civics, geography, world history. His specialties were Ancient Greek and Roman history, the Holocaust, and the Vietnam War, although he taught it all.

He had high standards in his class, for students' learning, language and actions. He had high standards for himself – wanting students to know as much as possible about social studies during their careers at Eagle Rock. He was a dynamic speaker, putting everything he had into lectures and making social studies fascinating and dynamic. Students claimed of his classes, "I learned so much!"

Although his predecessor in social studies had begun to create the social studies curriculum, James devoted a great deal of his career at Eagle Rock to clarifying that curriculum and developing classes through which students could learn it. He experimented with assessment methods, including multi-media projects.

James and his wife Jeanne and daughter Niki are moving to the Seattle area where James will teach ancient history at Overlake School in Redmond, WA. Current fellow Mohammed Elgazzar will temporarily take his place and work with Donnie Adams, Eagle Rock graduate and next year's intern/fellow in the social studies.



FELLOWS MOVE ON, MOVE IN ————— *By Dan Condon, Director of Public Allies at Eagle Rock*

This year's fellows move on:

Molly Nichols, Language Arts and Literature Fellow, articulated her most powerful learning as fostering student growth by constantly providing choices. She realized how this process contributed to her own growth. Molly will remain at Eagle Rock through April as the interim Language Arts and Literature Instructional Specialist.

Stanley Richards, Science Fellow, points out his most powerful learning as navigating the balance between friend and teacher. He will be instructing science at City Arts & Technology High School in San Francisco next year.

James Frickey, Mathematics Fellow, notes that his most powerful learning was believing entirely in the value of spending time outside of class with

students as a vehicle to build "teachability". He is staying on fulltime at Eagle Rock as the Mathematics Instructional Specialist.

Robyn Weaver, Foreign Language Fellow, explained her most powerful learning as coming to understand that things always happen for a reason and that there is no such thing as coincidence. Next year she will continue her work in education by exploring the world of outdoor education

Anna McCause, Visual Arts Fellow, expressed her most powerful learning as coming to understand the importance of community. She is moving to San Francisco to continue her work in education and youth development and will enter the Peace Corps in June 2005.

Stephen Smith, Social Studies Fellow, shared that his most powerful learning was realizing that personal growth is as important as academic growth. He begins a PhD program in sociology at Berkeley in the Fall.

Andy Artz, Music Fellow, described his most powerful learning as balancing being himself and holding students accountable for their actions. He will be staying on at Eagle Rock for an additional year as an adjunct faculty member in the Music Department.

Clinton McCarthy, Human Performance Center Fellow, shared his most powerful

learning as the ability to communicate effectively. Next year he will be teaching physical education in the New York Public School system.

Sarah Glasband, Service Learning Fellow, asserted that her most powerful learning was participating in asset-based change. She is moving to Los Angeles to continue her work with Education and Community Development.

Mohammed Elgazzar, Professional Development Center Fellow, explained that

his most powerful learning was wearing his emotions on his sleeve while working effectively in a team. He will be staying on at Eagle Rock for an additional year as the interim Social Studies Instructional Specialist.

Anna Ridder, Outdoor Education Fellow,

remarked that her most powerful learning was realizing that she was a lifelong learner. She will be staying on through December assisting Eagle Rock in obtaining its Association for Experiential Education accreditation.

Penda Horton, Learning Resource Center Fellow, revealed that her most powerful learning was opening up to new things and surroundings and taking risks while seeking out new challenges. She will be attending a PhD program at Ohio University studying Organizational Communication.

Arriving to serve (and learn) as fellows for school year 2004-5 are:

Andrew Barron, Language Arts and Literature Fellow, is from Greenville, SC. He received a BA in English and Latin American Studies from Furman University. Most recently he taught creative writing to a diverse group of adolescents in New Mexico at Ghost Ranch.

Adrienne Kovacic, Science Fellow, is from Chapel Hill, NC. She received a BS in Chemistry from the University of North Carolina – Chapel Hill. She spent the last year with Public Allies as the Youth Program Coordinator at the Trinity Court/Pritchard Park Family Resource, a public housing community.



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Lisa Spring
Administrative Assistant

Terry Tierney
Assistant Facilities

Lan To
Life After Eagle Rock

Jesse Tovar
Health and Wellness
Counselor

Alison Trattner
Language and Literature

...Fellows - Cont. from Page 3

Chase Orton, Mathematics Fellow, comes from Litchfield, CT. He received a BA in English Literature from Wheaton College. He has been a math teacher at The Foran School, a boarding school for students with learning differences.

Marya Washburn, Foreign Language Fellow, is from Maine. She received a BA in Spanish and Sociology from Bowdoin College. She recently worked at the Baldwin Center for Teaching and Learning.

Sarah Ballard, Visual Arts Fellow, comes from Brooklyn. She received a BFA from the Pratt Institute. She's spent the past year with Public Allies as a Program Coordinator with "Shop Well with You," a nonprofit serving the needs of women with a history of cancer.

Donnie Adams, Social Studies Fellow, is coming from Boulder, CO. He received a BA in History with a minor in Ethnic Studies from CU Boulder. He is a 1999 graduate of Eagle Rock School. Most recently he served as a tutor through CU's Educational Program.

Lesley Lemire, Health, Wellness & Counseling Fellow, comes from Columbus, Ohio. She received an MSW from Ohio State University. Most recently she served as an MSW intern at The Buckeye Ranch, a residential mental health facility.

Ty Holmberg, Human Performance Center Fellow, is coming from Allentown, Pennsylvania. He received a BA in Environmental Studies from Muhlenberg College. Recently he served as a group leader at Glen Helen Outdoor Education Center.

Matt Dexheimer, Service Learning Fellow, is coming from Fort Collins, Colorado. He received a BS in Human Development and Family Studies from Colorado State University. He currently counsels at Turning Point, a residential and family-based treatment center.

Kristina Lobo, Professional Development Center Fellow, is from Chicago. She received a BS in Psychology and a BA in Philosophy from the University of Pittsburgh. She has spent the past year with Public Allies as the Partner Cities Associate for the Council for a Parliament of the World's Religions.

Jessica Buboltz, Outdoor Education Fellow, is from Florida. She received a BS in Recreation and Leisure Services Administration. Most recently she assisted with leading the ER-32 Wilderness trip with new students.

Beth Ellis, Learning Resource Center Fellow, is from Cincinnati. She received a BS in Graphic Design from the University of Cincinnati. She's currently a Community Outreach Coordinator for ECO (Environmental Community Organization) and is an alumni of Public Allies Cincinnati.

DAN CONDON NAMED ASSOCIATE DIRECTOR OF THE PROFESSIONAL DEVELOPMENT CENTER

By Lois Easton, Director of Professional Development

The American Honda Education Corporation (AHED), which governs Eagle Rock, approved the addition of a staff member in the Professional Development Center. Selected as the Associate Director of Professional Development from a field of applicants of over 100 people, Dan Condon stepped into his new position on August 1.

Dan brings a great deal of experience to this position. Originally from Milwaukee, Dan served as a fellow in the Public Allies program there before coming to Eagle Rock as an intern. After his year-long internship at Eagle Rock, he returned to Public Allies in Milwaukee and served as the Director of Education for five years. In this position, he created and administered a professional development program each year for fellows who had placements around the city. As Director of

Education, he instituted something he had learned at Eagle Rock – Presentations of Learning – that all Allies at various sites around the country now give at the end of their ten-month fellowship. He also worked with the fellows and their supervisors, and served in a leadership capacity with the Public Allies National Office.

When Public Allies became a partner with Eagle Rock in the Public Allies at Eagle Rock program, Dan Condon was named its director and came back to Eagle Rock. The partnership has provided his services as well as health, dental, and life insurance and a scholarship at the end of their year for all fellows at Eagle Rock. The Fall of 2004 begins the third year of the partnership. Margrette Casto is replacing him as Director of the Public Allies at Eagle Rock program.

His specialties are management, professional development, and facilitation methods. He has consulted, written for publication, and received awards for service.

Among his many new responsibilities, Dan will serve as editor of "Eagle Eyes," improve the Eagle Rock website, manage all visits to Eagle Rock, write for publication, present at conferences, and facilitate meetings.

ERS PARTICIPATES IN NATIONAL REFORM EFFORTS

By Lois Easton, Director of Professional Development

Coalition of Essential Schools

Eagle Rock School and Professional Development Center was named a mentor school by the Coalition of Essential Schools in May. One of only a few schools so designated in the United States, Eagle Rock will work closely over several years with one or more schools opening or restructuring themselves as small schools, following the ten principles of the Coalition (see sidebar).

The Coalition is a high school reform network founded by a small group of schools impressed with the work of Dr. Theodore (Ted)Sizer at Brown University. Following a 1985 study of high schools, Sizer published *Horace's Compromise*, a description of a fictional English teacher's struggle to help students learn. He wrote other books about the fictional Horace, started a charter school with his wife Nancy, and wrote a book with her called *The Students Are Watching*. Before his recent retirement, Sizer chaired the Coalition and saw it grow to hundreds of schools. The Coalition is now managed by co-directors in California and through regional sites across the United States. It continues to grow.

The connection between the Coalition's Ten Common Principles and Eagle Rock's code of $8 + 5 = 10$, as well as its long-standing practices related to program, curriculum, instruction, and assessment led to the new role Eagle Rock will play as a mentor school.

1. Learning to use one's mind well
2. Less is more, depth over coverage
3. Goals apply to all students
4. Personalization
5. Student-as-worker, teacher-as-coach
6. Demonstration of mastery
7. A tone of decency and trust
8. Commitment to the entire school
9. Resources dedicated to teaching and learning
10. Democracy and equity

As a mentor school, Eagle Rock students and staff will work with schools designing or redesigning themselves to achieve these principles. More about the Coalition of Essential Schools can be discovered at their site: www.essentialschools.org.

The League of Small Democratic Schools

Dr. John Goodlad, author of several books on school reform and founder of the Center for Educational Renewal in 1985, has announced a new organization, The League

of Small Democratic Schools, that includes Eagle Rock as one of its initial members.

Goodlad's work through the Center has been to advance the simultaneous renewal of P-12 schools and the education of educators within the larger context of educa-

tion in a democracy. The Center is part of the Institute for the Study of Educational Policy within the College of Education, University of Washington, Seattle. Goodlad also founded the Institute for Educational Inquiry and the National Network for Educational Reform

The simultaneous renewal agenda was outlined in his books, *Teachers for Our Nation's Schools* and *Educational Renewal: Better Teachers, Better Schools*. "It is based on the assumption that we will not have better schools without better teachers, but we will not have better teachers without better schools in which teachers can learn, practice, and develop. (<http://depts.washington.edu/cedren>)"

The purpose of the new League of Small Democratic Schools is to support schools that have demonstrated "commitment to preparing students to be productive members of our democratic society and because they possess the following characteristics:

- Democratic purpose
- Student achievement
- Ongoing professional development
- Approaches to learning that provide interaction, diversity, and engagement
- A small size
- Governance that allows parents, students and faculty to exercise considerable control over the school's environment for learning" (Clark, press release, 2004)

According to Dr. Richard C. Clark, Senior Associate, Institute for Educational Inquiry, the 14 schools who are charter members will be provided support through seminars, regional meetings, readings, and visits. They will also support each other in the work they have committed to. He emphasized that small is not enough; the League supports schools that have embraced the ideas of democratic governance (which is an important aspect of code of ERS's $8 + 5 = 10$).

Eagle Rock will coordinate a Rocky Mountain regional group of small, democratic schools, hosting their meetings at Eagle Rock.

The Bill and Melinda Gates Foundation

In a more informal relationship, Eagle Rock is providing technical support to schools that have received funds from the Bill and Melinda Gates Foundation to design small high schools or redesign large high schools as small schools. Staff from several of these schools have contacted or visited Eagle Rock to enhance their own work, and Head of School, Robert Burkhardt delivered a keynote address with Eagle Rock students at a conference sponsored by the Gates Foundation in August, 2004.

If you would like to know more about any of these organizations, contact Lois Easton at 970-586-7109 or leastoners@aol.com.

...*Sound of Music* - Cont. from Page 1



But, she wondered if Eagle Rock's students would be interested in something they might dish as "cheesy."

She wrote in the program notes:

As always, throughout the spring we agonized over the choice for this summer's musical, considering many delectable possibilities. Suddenly, the obvious choice rose from our collective subconscious. How often had we dismissed the "Sound of Music" as too simple, wholesome, childish, and culture specific for our eclectic Eagle Rock community?"

Then, she reports, they realized that "due to some mélange of people, events and timing, each year the show simply feels right." She elaborated:

In fact, what could feel more appropriate, here at the Rock, than a diverse family of unique individuals, eager to love, hungry to learn, and determined to overcome adverse circumstances? What could feel more familiar at Eagle Rock, than the imperative, as in the case of Captain Von Trapp, that we act with integrity according to our personal moral and ethical codes?

She adds another example: "Max and Elsa urge the Captain that 'There Is No Way to Stop' the inevitable course of events leading to the German Anschluss in Austria." Captain Von Trapp "is appalled. His disgust perfectly aligns itself with the Eagle Rock mantra: You Have No Right to No Opinion."

Even Maria, the innocent young woman who leaves the convent to tutor seven children, belongs to the Eagle Rock culture:

Finally, there is the story of a natural born teacher who in-



spires all those she touches to love and laugh, and is in turn inspired to better understand herself; who breathes into her charges an appetite for life that just needed rekindling; who goes to the hills when her "heart is lonely"; who reminds us of the deep and simple solace to be found in a brook that "trips and falls over stones in its way." What staff member has not walked in Maria's shoes, anxious to accept and be accepted? What student cannot relate to the Von Trapp child, yearning for the right kind of attention?

As always, with an Eagle Rock production, students learn about the con-



text of the musical and "accidentally on purpose" pick up some history and culture of the times, as well as an understanding of

their own lives in 2004. Alison writes in the program:

As for the culture and time period, it is not so foreign after all. We have done our homework surrounding the eve of World War II; we've read the constitution of the Third Reich, been privy to the unspeakable plans at Wannsee, examined the images and maps and statistics, still and forever inconceivable. Or are they? We have drawn our own parallels. Most of all, the "Sound of Music" is, selfishly, a matter of the heart.

Directors

Director Alison Trattner conspired with Assistant Director Andy Arts to bring this musical to its various stages. Karolee McLaughlin was Musical

Director and Rick Roberts Musical Conductor.

Anna McCause directed set design with Cynthia Elkins directing set painting, helped by Nathalie Tovar, Kelly Morris, and Naeha Breeland. Kordon Baker and Joe Cowan directed the production of the set. Student Tangeree Gillette designed

costumes. Cynthia Elkins was prop master and former intern Leah Engelbart returned to direct choreography for the show. Production assistants were Robyn Weaver and Sara Colon.

Cast of Characters

Student Ana Alarid played Maria Rainer, and student Charles Reeve played Captain Georg von Trapp. The Von Trapp children were played by student Katherine Manzares (Liesl), student Bern Lee (Friedrich), intern Sara Colon (Louisa), student Zach English (Kurt), student Tangeree Gillette (Brigitta); children of staff members played Marta (Nia Smith) and Gretl (Ayann Smith and Melody Tovar).

The Mother Abbess was played by student Lauren Kennel. The nuns were played by staff member



Nathalie Tovar (Sister Berthe), student Naeha Breeland (Sister Margaretta), intern Robyn Weaver (Sister Sophia), student Kate Bowen (Sister Bernice), student Mollie Woodruff (Sister Agatha), and staff member Melita Smith (Sister Catherine). Other nuns were played by Elizabeth Halas, Lan To, and Alison Trattner, all staff members.

Other cast members included Adam Kittler as Rolf; Jazmin Campos

as Elsa; Robert Burkhardt and Philbert Smith alternating as Max; Josh Hart as Franz; Kate Bowen as Frau Schmidt; and Mikki Jackson as Ursula.

Stephen Smith played Admiral von Schreiber; Inawin Malesa Herr Zeller; Anna Ridder Frau Zeller; Richard Gordon Baron Elberfeld; and Hannah Stevens Baroness Elberfeld.



...*See Sound of Music* - Page 7

...*Sound of Music* - Cont. from Page 6

The bus driver was Peter Herlihy, the bus passenger Adain Elkins. Kate Bowen played a new postulate and Andy Artz a priest. Jamaine Porter played Karl, and Josh Martin a Nazi Guard.



Nathalie Tovar, Anna Ridder, and Robyn Weaver took turns playing Fraulein Schwartz,

the woman who was ecstatic about winning a prize at the musical festival after which the Von Trapps escape.

Party extras were played by Naeha Breeland, Robert Burkhardt, Elizabeth Halas, Josh Martin, Jamaine Porter, Philbert Smith, Stephen Smith, Nathalie Tovar, Robyn Weaver and Mollie Woodruff.

The Pit Band and Quartet

The Saengerbund Quartet was

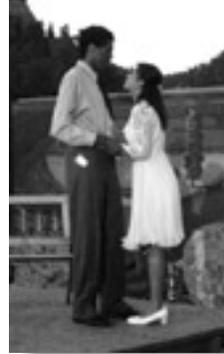
composed of band members. As in previous productions, Rick Roberts from the University of San Francisco was the conductor, with Suzanne Garamore from San Francisco playing piano. Karolee McLaughlin played the synthesizer strings.

Other band members included flutists Daisy Davis, Jennifer Durrett, Hannah Stevens, and Lan To; oboist Kelly Morris; clarinetist Sara Bloom; mandolin player Hannah Stevens, trumpeters Robert Burkhardt and Nicole Zander; trombonist Chad Music; bells player, Robyn Weaver; and percussionist Sevi Foreman.

The Crews

The stage crew was led by student David Courtney with help from Eileen Burkhardt, Jazmin Campos, Amber Horton, Mikki Jackson, Jamaine Porter, Evan Wells, Peter Herlihy and Calen MacCracken.

Jeff Hardman was the light technician with the help of Andy Artz, Ve-



ronica Flores, Josh Martin, and Diana Torres.

Brizeida Pina managed costume production with the help of Heidi Bingham-Scholfield and Destiny Hill.

A Final Note from Alison

In the program notes, Alison commented:

Finally, I have adored every second of my eight productions as director at the Eagle Rock Outdoor Amphitheater. I am so very grateful for the talent that has been entrusted me, the relentless labor and patience bequeathed me by my colleagues, and the faithful support of American Honda Education Corporation. I have no doubt that Eagle Rock summer productions will continue to grow and flourish. As for me, I would like to say: "So long, farewell, auf wiedersehen, sayonara! Off to climb every mountain!"



Photos by Dan Condon

EASTON HAS SECOND BOOK PUBLISHED

The best ideas in professional development, from the top professional developers in the country, are gathered in one book edited by Lois Easton, Director of Professional Development at Eagle Rock. Just published by the National Staff Development Council, *Powerful Designs for Professional Learning* presents 20 school-based strategies for educator learning.

The introduction makes clear that typical professional development, sometimes called "talking heads" or "sage-on-the-stage," while sometimes useful, needs to change so that educators can make real change in their classrooms, schools, and districts. Also called "drive-

by professional development" or "seagull style professional development" (the seagull flies in, drops a load and moves on), this type of professional development relies on outside experts to make change.

The type of professional development advocated in Easton's book looks inward, towards the people involved in making the change, the educators themselves. These strategies honor the professional within school and district walls (but acknowledge that outside experts are sometimes needed). This type of professional development is more likely to result in real, lasting change that affects student learning because it begins with needs in the classroom or school and ends with implementation of new strategies for learning in the classroom or school.

The first three chapters relate this

type of professional development (sometimes called embedded) to the standards for professional development published by NSDC. Each of these chapters provides readers a tool to use to make selections of appropriate designs according to content, context, and process standards. Easton wrote the chapters on context and process. In the chapter Trisia R. Deojay and Lynn LeLoup Pennington wrote on content, they present a framework for problem-solving related to data. Through this framework they connect data analysis to instructional change and improved student achievement.

The book comes with a CD holding all the handouts or overheads a user of the book might need to facilitate the strategies with others. The book may be ordered from NSDC. See the website www.NSDC.org.

VISITORS STUDY ART, HISTORY, ANATOMY AND PHYSIOLOGY AT EAGLE ROCK

By Lois Easton, Director of Professional Development

Everybody seemed to be learning at Eagle Rock this summer, including the educators who come to Eagle Rock for special summer seminars and workshops. In addition to groups who gathered to learn about Eagle Rock and how to apply many of the concepts and strategies Eagle Rock uses to help all students learn, groups of educators came to learn more about art, physiology and fitness, history, and teaching itself.



ArtSource conducted a week-long workshop at Eagle Rock late in June. Attending were about 25 art educators who wanted to learn more about how to integrate the Colorado State Model Content Standards in Art into their teaching using a variety of highly creative and motivating strategies. Led by a team of art educators, this group involved Eagle Rock students in what they were doing. As always, the ArtSource teachers produced works of art – many of them site art – and at the end of the week conducted a gallery tour of their works for ERS students and staff. The pictures accompanying this article are of some of their artwork.



In mid-July, educators from all over the United States came to Eagle Rock to participate in a workshop presented by Expeditionary Learning Outward Bound on physiology and fitness. The high altitude challenged many of these educators who were committed to improving their fitness and ran, swam, walked or worked out daily, keeping careful track of what happened to their bodies before, during, and after their exercise. One highlight for ERS students was the

evening when the workshop participants dissected a pig.

A third week-long workshop in July brought Colorado educators together to focus on history. Using material called Facing History and Ourselves, these educators worked with each other and guest speakers to enrich their teaching of history and relate it to the lives of their students. Among the historical events this group studied was the Holocaust, as well as the events leading up to it and the events that followed it, including current events throughout the world. The educators focused on how to actively engage learners in their studies of history and how to relate history to other subjects.



The fourth big group came the last week of July. Brought by the Dodge Foundation, these educators from across the country worked on the teaching and learning concepts embedded in the philosophy and strategies of Expeditionary Learning Outward Bound.

All groups that visit in the summer involve themselves in Eagle Rock in addition to the subject matter they are studying. Participants have an orientation and tour with students. They get to know students well, helping them with KP (Kitchen Patrol) and sitting with them at meals. Often, they come back and bring others with them to study Eagle Rock's philosophy and methods in order to make changes in their own environments.

Summers at Eagle Rock are lively, with students learning everything from fiddlin' to statistics. The summer is especially lively because of all the educators on campus, learning along with the students.



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