



EAGLE EYES

Volume 20, Number 3

News From Fall 2012 Trimester

JUMPING TO THE NEXT CURVE

This originally appeared on September 24, 2012 on Honda's Corporate Social Responsibility Blog and was written by Michael Soguero, Director of Professional Development

In February 2009, I attended the National Association of Independent Schools' annual conference in Chicago. Guy Kawasaki, author and entrepreneur, spoke to a packed house of innovative educators about ice. He told us of a time that if we wanted ice in our homes it had to be cold outside and we depended on ice harvesters with horse drawn wagons to cut it from lakes. He asked us to consider what innovation looked like for an ice harvester. Sharper saws? More horses? Better insulation for the shipment of ice? There's an improvement curve in ice harvesting and Kawasaki explained that change along the curve could lead to a 10-15% improvement. But, he asserted, true innovation comes from jumping to or creating a new curve. Industrial refrigeration processes made ice harvesting obsolete and spawned a new era of icemen delivering ice to houses. This example illustrates a "jumping to the next curve" rather than simply improving upon an activity in the same curve.

I realized then that the organization I have been privileged to work for was just such an example. Eagle Rock School and Professional Development Center (Eagle Rock) reflected a curve jump in philanthropy in 1993.

In 1989, Mr. Koichi Amemiya, president of American Honda Motor Co., asked two Honda associates to conduct research and find out "what we can do to benefit America and Americans." That research resulted in the founding of a new philanthropic subsidiary, American Honda Education Corporation and the founding of Eagle Rock in 1993. Unlike conventional corporate philanthropy where money is given to other organizations and good causes, AHM chose to take on an issue directly in this country: reengaging adolescents in high school education.

For almost twenty years we have been graduating students prepared to make a difference in the world and contributing to improving the high school



educational experience across the country for all young people. We know high school students are languishing in great numbers in schoolhouses around the country – their minds are not being used well, they are bored to tears and their natural energies are being suppressed. Widespread disengagement results. Honda's unique approach to corporate social responsibility (CSR) has launched an effort that has reached hundreds of schools and thousands of students over the years.

As the director of professional development my mission is to reengage students and re-energize schools. As a former urban high school principal, I know too well how rare it is to receive excellent support from outside organizations. Remembering my tenure as an urban educator, I have the privilege of offering such support nationwide with the support of Honda's groundbreaking approach to tackling the cause of education.

This would not have been possible without Honda's innovative jumping of the curve in philanthropy. More students and schools receive services today as a result of Honda's example of thinking outside of the box and serving the schools and students most in need.

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and Professional
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EDUCATION REFORM MUST APPROACH TEACHERS AS LEARNERS & STUDENTS AS TEACHERS

by Dan Condon, Associate Director of Professional Development

Last week, Friday, I attended a powerful student led statewide conference in Vermont co-sponsored by the Vermont Department of Education. It was remarkable because the power dynamic was not conventionally seen in high schools. Students were teachers and teachers were open to learning from students.



Youth and Adults Transforming Schools Together (YATST), teamed with Eagle Rock School & Professional Development Center to help teach the models of change that have successfully been employed in schools nationally. YATST is a network of high school teams committed to fostering schools where learning is engaging and youth are empowered. They accomplish this by creating partnerships between students, faculty and the community to increase rigor, relevance, relationships and shared responsibility in their schools through an action research model.

Eagle Rock School & Professional Development Center integrated YATST as a model for school change into one of their courses and brought six students to Vermont to co-facilitate the statewide conference.

Strong youth-adult partnerships ignite learning and are essential to motivate those who are disengaged. Educational and brain researchers (J. Hattie, C. Jernstedt, D. Sousa) and transformation advocates (T. Wagner, P. Senge, Sir Ken Robinson) repeatedly reference the power of this relationship to transform education.

If this is to become a cultural norm in our schools, we must work together on three steps:

1. Identify ways we have already been nurturing this partnership;
2. Name barriers to partnership from both youth and adult perspectives; and
3. Create methods and a plan to systematically shift our school cultures to embrace partnership.

During the day's work participants actively engaged in answering the essential questions that framed the day. Together they fine-tuned the art of shifting power, decision-making structures, and attitudes so that youth and adults transform schools together.

Strong youth-adult partnerships will improve struggling schools, if only adults will give up some power.

EAGLE ROCKERS ATTEND FALL FORUM

By Colin Packard, Public Allies Fellow in Professional Development



An Ongoing Conversation Among Friends was the framing theme for this year's Fall Forum for the Coalition of Essential Schools (CES). The forum was held at The Met in Providence, Rhode Island where Eagle Rock staff and students presented two workshops of the nearly 100 offered during the conference. Along with staff and students from affiliate schools and centers, including some coming all the way from the Netherlands and Alaska, Eagle Rock participants attended meetings, group brainstorming, and featured talks about relevant developments in the world of progressive education.

The Fall Forum is CES's primary networking and professional development event, bringing together educators, students, parents, and leading thinkers in education from around the world to exchange ideas, ask questions, and share insights about effective school practices and designs. The conference consists of workshops, interest group gatherings, and other sessions focused around teaching and learning, school culture, creating community, leadership, assessment, design and innovation.

The goals of the Fall Forum are to: deepen practitioners' understanding of how the CES Common Principles can guide change and improve outcomes for all students; provide opportunities for attendees to network with others about their experiences and efforts to

redesign their classrooms, schools, and districts; allow attendees to hear from and exchange ideas with leading figures in American education today; influence people to embrace CES ideas and priorities. The conference opened on November 9, 2012 with day long workshops in which all attendees participated. Among the options on the menu of workshops was an intensive session with the Arts

Literacy Project reimagining literacy across the curriculum; a session with the Right Question Institute on teaching students to ask their own questions; and, a workshop with the Wildwood School on creating school-wide initiatives for social justice. Michael Hermes, Nyeema Lee, Tehya Brown, and Rene Dominguez – all current Eagle Rock students – participated in *Protesting with Poetry*, *Painting for Peace*, a workshop designed by staff at the Atlanta Neighborhood Charter Middle School. Along with these four students, Karen Ikegami (Math Instructional Specialist), Anastacia Galloway (Registrar), Denise Lord (Life After Eagle Rock Coordinator), Dan Condon (Associate Director of Professional Development), Michael Soguero (Director of Professional Development), and myself attended the conference and participated in various capacities.

"As a result of two different workshops – focusing on student motivation in Kathleen Cushman's session and studying student engagement based on student talk in Karen's workshop – I'm redesigning my approach to licensure next trimester to focus on student engagement using these new tools," said Soguero regarding his experience. Karen and Denise co-facilitated a workshop based around their Math4Life class at Eagle Rock. This

➤ See "Fall Forum" – Cont. on Pg. 5

Mark Dougherty
Chef Instructor

Denise Dunn
Business Administration
Specialist

Cynthia Elkins
Arts

Beth Ellis
Learning Resources
and Information

Anastacia Galloway
Registrar

John Guffey
Service Learning

Berta Guillen
Society and Cultures

Karen Ikegami
Mathematics

Janet Johnson
Science

Issac Leslie
Music and Performance

Jeff Liddle
Head of School

Denise Lord
Life After Eagle Rock

Susan Luna
Director of Operations

Dan Madsen
Technology

Jen Morine
Director of Curriculum

Mark Palmer
Public Allies

L'Tanya Perkins
Admissions Associate

Ed Perry
First Cook

TBA
Human Performance

TBA
Sous Chef

Philbert Smith
Director of Students

Michael Soguero
Director of
Professional Development

Holly Takashima
Literacy & Literature

Terry Tierney
Assistant Facilities

TBA
Second Cook

Jesse Tovar
Health and Wellness
Counselor

FIVE MORE GRADUATES TAKE FLIGHT

by Colin Packard, Public Allies Fellow in Professional Development

It is through our graduates from Eagle Rock School that the Professional Development Center gains credibility in working with schools on issues of education reform specific to re-engaging youth in their education.

As the 58th trimester at Eagle Rock winds down, five more students are set to graduate and move into their lives beyond the Rock. **Sandra Natal, Yesenia Ayala, Mimi Huynh, Jharid Boosamra,** and **Taber Lathrop** have grown personally and academically in ways unique to each of them, and they are ready to step into what comes next.



Sandra was living in the Bronx, New York, struggling with the bad energy she was receiving from her family, when she found out about Eagle Rock. She was attending Grace Dodge High School, which was, she said, “Such a big school and the classes had 28 to 34 kids, and it was hard being in a room with so many kids with different attitudes... teachers would get distracted because a fight broke out.” She came to Eagle Rock with a hard attitude and ready to fight if somebody offended her. Since, she explains, “I’ve learned that I don’t have to be so serious. It’s okay to smile and it’s okay to hang out and get to know others who are different from me.” She is driven and focused on what she wants, unwilling to let the trivial distract her, and unflinching in her values. And, she’ll tell you what she thinks. When she says farewell to the Rock this trimester, she’s looking ahead to spending the holiday with her family, moving down to Atlanta, and potentially working as an AmeriCorps member.

Yesenia was born and raised in the Bronx, New York and was on the verge of homelessness when she found Eagle Rock. After graduation, Yesenia plans to attend Wagner College in Staten Island, NY to study nursing. She’s a noticeable force on campus; in fact, it would be difficult for her to go unnoticed. In her final trimester, and in the spirit of “Re-Imagining Success” at Eagle Rock, Yesenia spearheaded the “Graduation Motivation” project. Her aim to inspire current students to envision themselves as graduates (and beyond) was carried out with a night of taking photographs of all

the students in caps and gowns, which would later be matched with quotes chosen by each student to keep him/herself focused on graduation. She has come a long way from her beginnings at ERS. While she said her biggest challenge was getting along with different people and struggling to understand those who were different from her,

she has grown into a kind, respectful, and sought-after member of the community.

Mimi is known around campus for being (respectfully) outspoken and energetic. Before arriving at Eagle Rock, Mimi was living in Bridgeport, Connecticut, bored in school, fed up with her teachers, and struggling with growing family issues at home. While at ERS, she has taken her education into her own hands and jumped at opportunities to open more doors for herself. In particular, she applied for and was accepted into the parks internship with Rocky Mountain National Park, where she worked during trimester breaks as a National Parks employee. To further pursue her interests in the outdoors, Mimi said, “I hope to complete the NOLS course in Tucson, Arizona after graduation.” And, beyond the NOLS course, Mimi recently interviewed with Yale University in New Haven, Connecticut, and says she will either attend college, pending her acceptance, or pursue a career in the Marines. Mimi is a person of insight and her depth of thought is apparent. She leaves Eagle Rock understanding that, in her words, “Nothing is ever easy. If it was easy, it’d be boring. We are all stories of hardship, challenges, and obstacles and how we all overcame those. So with every bad thing that happens, I think: this, too, shall pass.”

Jharid came to Eagle Rock from Grand Rapids, Michigan, where he was attending City High School and playing third base on the school baseball team. “I

👉 *“Graduates” – Cont. from Pg. 4*

love baseball. It was difficult coming here [Eagle Rock] and not having any sports teams.” When he was asked to leave City High, Jharid’s aunt, a former student at Eagle Rock, told him about ERS and encouraged him to apply. He was frustrated and disengaged with his environment, but the support of his family, including his grandfather, pushed him to reconsider his choices and move across the country to Eagle Rock. After two years of living in the mountains in Estes Park, he has learned to apply empathy to his encounters with those who have come from different backgrounds than his own: “Living in the wing was a challenge at first, I just got angry with the other guys.” Along with a fiery passion for the intramural sports program, Jharid has devoted much of his time at ERS to his music, playing the drums in the Improv Ensemble, regularly jamming with a group of students, including **Taber**. “One of my best memories is being part of the Berklee music workshop during Explore week last trimester. Getting to play with a professional drummer [Mark Kohler] from Berklee was awesome.” Jharid will take his rhythm with him back to Michigan where he will be attending Northern Michigan University, starting in January, and, again, pursue his love of baseball with a try-out for the school team.

“I was basically smoking all the time and going out on the weekends to drink with my friends. I failed public school and saw it [Eagle Rock] as my only other

option than getting a G.E.D. so I thought I would go for it,” Taber said of his life before coming to ERS. At Eagle Rock, he has thrived with his music and been a regular performer at morning gatherings, showcasing covers and original songs to the community. In the summer of 2012, he attended the Berklee School of Music in Massachusetts for an intensive summer program. Back in Athens, Georgia, where he grew up, Taber says, “I was playing music, but that was the extent of my extracurricular activities.” Music became much more than an extracurricular for him. He recalls the Berklee workshop performance of ER-56 as one of his best memories from his time at ERS: “Playing Twist & Shout with everyone in the schoolhouse up and dancing, and Chance screaming out the lyrics like John Lennon himself – one of my favorites.” But Taber is not defined by his music; his passions extend beyond the frets of the guitar, with ambitions to travel to Mexico and to complete a NOLS course, possibly in Alaska, among other ideas. He is eager to learn and, in reflecting on the most valuable piece of knowledge he has taken from his time at Eagle Rock, he said, “Life is an endless lesson and the learning never stops – or, at least, it should never stop – and, in that same way, I should never stop growing.”

The depth and character these five have brought to our modest campus at Eagle Rock will not be soon forgotten. We hope to see all five living lives they love in the years to come.

👉 *“Fall Forum” – Cont. from Pg. 3*

workshop not only showed participants how the two incorporated financial literacy into classes using best practices, but also provided resources and guided work time to create a financial literacy unit using backward design principles to incorporate into various classes at the participants’ schools. “Presenting on our Math4Life course pushed us to reexamine our curriculum and be even more intentional with our classroom design. It was great to take our work and learning to a new level and share it with folks who are interested in doing the same,” Lord reflected. On her experience, Ikegami said, “Attending the CES Fall Forum is a great opportunity to re-connect with what great educators from around the country are doing. I always come back refreshed and full of ideas to implement at Eagle Rock.”

Galloway, along with the four peer-mentor leaders from Eagle Rock, led a workshop on the peer-mentoring program that she coordinates at ERS. “I felt like a proud soccer mom watching Nyeema, Michael,

Tehya, and Rene present the workshop we designed on peer mentoring to a mixed group of educators and students. This year was especially wonderful because I got to see the professional growth that those four students made during their time at Eagle Rock,” she said about her collaboration with her peer mentors. Dominguez said, “I had a great experience trying to present our mentor program to the people interested in developing their own.” Hermes, drawing on the experience as a whole, concluded, “By helping others, you learn more about yourself.”

Once the workshops came to a close and the weekend wound down, center directors from nearly fifteen CES affiliate centers, led by Soguero and Condon, convened to discuss the goals of the coalition and the direction for next year’s forum. Eagle Rock staff and students continue to benefit immensely from their presence at the CES Fall Forum each year, returning to Colorado with new insights on how to re-imagine what they do on campus and around the country.

MET SCHOOL STUDENTS GAIN INSPIRATION FOR SENIOR PROJECTS

This article appeared in the Newport Daily News on December 1, 2012 and was written by SEAN FLYNN

NEWPORT — Mike Perry of Newport covered the song “*What Makes a Man*,” accompanied by Izzie Dungun of Middletown on the guitar, to open the second day of the Senior Thesis Project Conference Friday at Empire Tea & Coffee on Broadway.

Perry, who also plays the guitar, is writing songs and performing them for an album he is recording for his senior project. He is a student of the East Bay Arts Advisory that meets at the Jamestown Arts Center, a campus of the Paul W. Crowley East Bay Met School.

“The conference gives us the motivation to do what we really want to do,” Perry said.

The Empire cafe has a lower level with a stage and audience seating that has been a busy place this week. Besides 15 Met students from the Jamestown Arts Center, there were 20 students from the school’s Newport campus, eight from the Big Picture School in South Burlington, VT, and 13 educators from Big Picture schools in Nashville, TN, and Winnipeg, Canada, as well as the public high school in Winooski, VT.

Coordinating the whole event was Michael Soguero, director of professional development for the Eagle Rock School and Professional Development Center in Estes Park, CO, and Dan Condon, also

The Newport Daily News

an Eagle Rock professional development adviser.

American Honda Motor Co. founded Eagle Rock in May 1989 to provide a school for talented students who were unsuccessful in a traditional school environment, and to provide free professional development to public schools that lack the funding for advanced training of educators.

“We want to inspire educators to make their schools a more engaging experience for the students,” Soguero said. “We want the students to be more involved and passionate about what they are doing.”

Mary Vieira, principal at the East Bay Met School, said the conference marked the fifth visit of the Eagle Rock consultants over the past three years.

Both teachers and students are involved for a reason.

“We treat students as important experts in telling us what works,” Vieira said. “Past participants have come from as far away as California and Oklahoma. It’s a popular and growing event.”

The students said the conference helped them develop ideas and plans for the senior

projects they must complete by

May.

Senior Maggie Havey of Newport is filming a recruitment video for the Met School.

“For a while, I wasn’t confident in my project,” she said. “Hearing people’s opinions and feedback at this conference is bringing back my passion for it.”

Her video will feature interviews with students, advisers and the principal and show the school’s different student groups and clubs in action.

Olivia Plunkett, a senior at the South Burlington Big Picture School, is planning a service trip to Ghana in West Africa. She has been going to Ghana since she was in the fifth grade and attended school in the eastern Volta region of the country for four months when she was a freshman.

She and another student, Leah Soule, plan to paint a mural in the Ghana school during their vacation break in April and talk with the students there about what it means to be happy in a cross-cultural exchange of perceptions and ideas.

“The conference has opened my eyes for the need to do more research on how to be a teacher

➤ See “*Newport Daily*”—
Cont. on Pg. 11

RE-ENGAGING OPPORTUNITY YOUTH WILL INCREASE AMERICA'S SOCIAL MOBILITY

This originally appeared on October 8, 2012 in The Huffington Post and was written by Dan Condon, Associate Director of Professional Development

Research, as cited by **Opportunity Nation**, a bipartisan, cross-sector national campaign made up of more than 250 non-profits, businesses, educational institutions, faith-based organizations, community organizations, and individuals all working together to expand economic opportunity and close the opportunity gap in America, shows that when young adults fail to connect to school or a career as a young adult (16-24 years old), their lifetime earnings diminish. And young adults who aren't connected cost society \$93 billion annually in lost wages, taxes, and social services.

My fellow Opportunity Nation **Leaders and Scholars** -- 130 in all -- represent 43 states and the District of Columbia. We each have an unwavering commitment to expanding economic mobility and proven success as a mobilizer in our communities.

As the sole Opportunity Nation Leader in the state of Colorado, I do my mobilizing work at **Eagle Rock School & Professional Development Center**, one of 250 Opportunity Nation partners. Eagle Rock is a fully funded nonprofit initiative of the American Honda Motor Company.

Eagle Rock is both a school for high school age students and a professional development center for adults, particularly educators. The school is a year-round, residential, and full-scholarship school that enrolls young people from around the country who found success elusive in their previous high school.

The Professional Development Center works with educators from around the country who wish to study how to re-engage, retain and graduate students. Our center provides consulting services at school sites and host educators who study and learn from Eagle Rock practices.

Eagle Rock agrees with Opportunity Nation that driving community collaboration to reconnect youth, re-engaging high school dropouts and preparing them for the labor force is critical and can be accomplished. For two decades Eagle Rock has been graduating students prepared to make a difference in the world and contributing to improving the high school educational experience across the country for all young people.



2012 Opportunity Index under-scores that Education continues to play a leading role in advancing opportunity. While three-quarters of nation's high school freshmen graduate in four years, New Mexico, Mississippi, and Nevada -- the bottom three states on the Index -- less than half of high school students graduate on time.

One of the key points of the Opportunity Nation **shared plan** is to *Increase Pathways to Secondary and Postsecondary Success for All Youth*. States and school districts should support multiple pathways to high school and postsecondary completion by increasing access to dropout recovery programs, accelerated learning, dual enrollment to earn college credit, and bridge programs; by encouraging flexible scheduling; and by recognizing competency-based learning.

The work we are accomplishing as highlighted in the **Opportunity Index** include working toward reforming the antiquated Carnegie unit system where students become disengaged towards competency-based learning. While we work on a variety of issues of reform and school improvement nationally, we have engaged in this competency work with public schools in New Mexico, Washington State, Iowa and Vermont.

Eagle Rock is a major contributor to the creation of a reform network for school innovation in Vermont. We have been pivotal in creating events to move proficiency-based graduation forward in the state uniting the Department of Education, other innovative schools, and schools that want to embark on proficiency based graduation.

Continuing our work in Vermont, on November 16 at the **Expanding Partnerships conference** at Vermont College in Montpelier, Eagle Rock is partnering with YATST, Youth and Adults Transforming Schools Together, to help teach the models of change that have successfully been employed in innovative schools across the country.

We encourage you to engage in Eagle Rock's national reform work or **connect with organizations in your local community** to increase social mobility in America. The Opportunity Nation *week of action* is October 8 - 15th. The time is now -- join us!

THE BENEFITS OF TEACHERS BEING VULNERABLE AND REAL WITH STUDENTS

This originally appeared on November 9, 2012 on Honda's Corporate Social Responsibility Blog and was written by Steve Goldberg, founder and principal of Triangle Learning Community

On the evening of Monday, October 15, I had the privilege of attending a dinner event where Michael Soguero and Dan Condon spoke about Eagle Rock School and Professional Development Center (PDC) to a group of more than 25 educators from a variety of schools and educational programs from all over Durham, NC. Dan and Michael work at the school through the PDC with networks of innovative, reform minded educators; their goal is to re-engage disengaged high school students. Because the work at PDC is grounded in a real school doing significant work, they can be far more effective than many other consultants. Let me share some aspects of their school that most impressed me.

As someone starting a small middle school in Durham in less than a year, I took particular interest in the way that Eagle Rock builds and sustains its community by having adults make themselves vulnerable. Michael spoke eloquently about how the 25-day wilderness experience at the start of each student's Eagle Rock experience accelerates the process of adults and students being human with each other. Michael spoke about the importance of relationships, and explained that if adults want meaningful relationships with students, they need to "be vulnerable, admit mistakes and say sorry."

At Eagle Rock, a place I am now eager to visit, teachers eat meals with students rather than separate from each other; clean-up is everyone's job, not the job of the cleaning staff or a janitor. In all settings at Eagle Rock, from assemblies (they call them "gatherings") to academic classes to life in the houses where students live on campus, adults are vulnerable and real with the students. These respectful and messy exchanges create a climate of trust and support that allows students to learn about themselves as people and as learners. It also allows students to get through some of the more challenging issues they may face, because they know they have the support of their Eagle Rock family.

In responding to a question about how Eagle Rock measures its success, Michael explained that Eagle Rock's five expectations — developing an expanding knowledge base, communicating effectively, creating and making healthy life choices, participating as an engaged global citizen, and providing leadership for justice — develop skills that transcend the typical lessons most high schools deliver.

The goal at Eagle Rock is to create an engaging and meaningful educational experience on the path towards graduation. Most of the students have either discontinued their schooling or didn't believe they would complete high school in their current setting. Eagle Rock's mission is to work with youth to re-engage with their lives and their learning such that graduation becomes a by-product of their new connection to a belief in themselves and their future. Michael shared a story of a young man from Washington, DC who stayed at Eagle Rock for about one year before deciding that he had gained the tools necessary to go back home and succeed. That young man, now married and a father of two, runs the IT department of a bank. His brief time at Eagle Rock meant enough that he felt compelled to return to campus. He wanted folks at Eagle Rock to know what a difference the school made for him.

That's what schools today should be about — making a difference in students' lives by forging deep relationships that endure. The folks at Eagle Rock reject the premise that schools as currently configured



are fine and that students should conform to the norm so they are ready for "traditional" learning. Eagle Rock has a deeper purpose.

By reaching out to educators through events such as the inspiring dinner I attended in Durham, Michael and Dan are spreading the idea that a necessary first step toward a more meaningful school culture is to have adults make themselves vulnerable. Adults who find the courage to make themselves vulnerable — and to be real with students — will be able to more effectively ally with students so they can better help students reach their full potential.

EAGLE ROCK PARTICIPATES IN DESIGN EDU

by Jonna Book, Instructional Specialist in World Languages

Over the weekend of November 3-4, Colin Packard, Public Allies Fellow in Professional Development, and I participated in a selective learning experience called Design EDU. The workshop was fast-paced, collaborative and kept everyone moving, thinking and designing all day. For the workshop, we went through the innovative and exciting design thinking process. First, we were placed in small groups and each group began by interviewing a different student from the Denver area. Through the interviews, groups gained insight and unveiled the academic needs of their student related to school. Following the interviews, each group charted their student's needs by creating an empathy map. After the creation of the empathy map, groups used this information to create a problem statement and brainstormed big, wild ideas to meet the needs of their individual student. Each group narrowed down their big ideas and created a statement of insight and then used a variety of props and supplies to prototype a select few ideas. Each team pitched their ideas to two other groups, received feedback and refined their work before presenting it to the larger group. After the iteration phrase, everyone gathered as a collective group to present, listen and provide feedback to one another

on their work in progress. While some groups ended their work with their presentations, ideas that were innovative, applicable and meaningful to participants ensued the following day.

The following day, groups worked on brainstorming further solutions and worked on a variety of projects. Some groups worked



on the projects they had begun the previous day, while others joined forces and collaborated on new ideas. The main focus of the second day was to brainstorm solutions and use the design thinking process in a setting that was meaningful and would likely be moved to fruition. Groups collaborated and worked on projects such as an improved blended learning classroom model, a service-learning database, and more.

One way that I would like to use this process at Eagle Rock is with the school's focus of re-imagining success. I believe that this would be a beneficial process to re-imagine success within the living village and particularly within Ponderosa House, where I serve as a house parent. I plan on using this process with our house

in the winter trimester. Using the design thinking process would allow the house to ask what it is that students want, identify the biggest needs and use those to brainstorm ideas and possible solutions. The beauty of the design thinking process is that it is based on asking questions about a person's experience, making inferences and listening to subtle comments regarding someone's needs. As a result of identifying Ponderosa's needs, we can create a plan to address the root issues. By looking for patterns and listening to the subtleties, we can dive in deeper and surface the underlying needs to discover what really is of value and importance to the members of the house.

The design thinking process could also provide a different entry point to plan classes, improve the curriculum for a course, or as a process and way for students to look at and design for needs within a community. This workshop allowed me to experience the design thinking process through the lens of a student. I believe this process could be beneficial in looking deeper into Ponderosa house, the values and needs of our students and guide us in re-imagining success here at Eagle Rock.

For more information and future workshops, check out <http://www.designedulab.org>

EAGLE ROCK WELCOMES NEWEST PUBLIC ALLIES TEACHING FELLOWS

by Mark Palmer, Director of the Public Allies Teaching Fellowship Program

Each Wednesday our community greets each other in over 50 different languages. It sounds something like this: "GOOD MORNING, BUENOS DIAS, TALOFA, JAMBO, NI HAO, OHIO..." and on and on. Over the years this has changed a bit, some greetings are louder than others, some represent former staff or students (AAWWW SHOOT) but no matter how they are said, it's meant as a way to welcome all to our community. We have recently welcomed 12 new Public Allies Fellows to our campus and to them we say "BONJOUR."

Jamie LaPine is the Music Fellow for the 2012-13-fellowship year. Jaimie is a graduate of Berklee College of Music. She did her student teaching with the Boston Arts Academy and the Mildred Avenue School. Jaimie has extensive performance experience in musicals such as *The Wiz*, *Seussical the Musical* and the *Music Man*.



Laura Baumgardner is lending an ear to our students as the Health, Wellness and Counseling Fellow. Laura has a B.A. degree from Pennsylvania State University. Laura has brought experience in Yoga, Reiki along with her work in providing continued and consistent emotional support to our community.

Clay Chiles is this year's Human Performance Center Fellow. Clay came to ER with varied experience that enhances the HPOE Department. Along with experience as a wilderness instructor, Clay worked at Telluride Academy in creating camping experiences as well as worked for the Outdoor School in implementing experiential

learning experiences for youth. Clay has a B.A. in Philosophy from Penn State University.

John Finerock has a teaching degree from Prescott College and is putting it to good use as our Societies and Culture Fellow.

John most recently taught at Mountain Oak Charter School in Prescott, AZ as well as 7th grade Social Studies at Mile High Middle School.

Rebecca Garrison has her Master of Education from Lehman College along with a B.A. in English from the University of Virginia. Before joining ER as the

Literacy and Literature Fellow, Rebecca had worked in education with MS 223 Lab School in New York City. She has also worked as an intern for the Albemarle Public Schools in the Adult, Migrant and Homeless Education Department.

Catherine Graham is the 2012-13 Visual Arts Fellow and is originally from Tennessee but most recently lived in St. Louis, Missouri. There she graduated from Washington University where she earned her BFA in Sculpture and History. Catherine worked for the Missouri History Museum where she designed and led art programs for K-12 students.

Jeff Holoubek is the 2012-13 Service Learning Fellow. Prior to arriving at ER, Jeff worked with Colorado Mountain Ranch in Boulder as an activities instructor. Jeff has also worked with the Social Entrepreneurship and Women's Empowerment program in Ayvalik, Jeff has a M.A. in Education from Prescott College.

Athena Jin graduated from the University of North Carolina with a B.S. in Polymer Chemistry as well as a Masters Degree

☞ See "Public Allies" –
Cont. on Pg. 11

📖 *“Public Allies” – Cont. from Pg. 10*

from the University of Colorado Boulder. Prior to joining Eagle Rock as the Math Fellow, Athena led adventure trips in Thailand for Asia Outdoors as well as gained teaching experience as a teaching assistant at CU Boulder.

Laura Nolan is this year’s Life After Eagle Rock Fellow. Laura has a B.S. from Scripps College in Claremont, CA. Laura had worked with Scripps College Academy as a coach, working with students on the college application process. She most recently worked with Foothills Family Services. There she wrote grants as well

as organized special events in fundraising.

Colin Packard, this year’s Professional Development Fellow, has a B.A. in Screen Arts and Cultures from the University of Michigan. Colin most recently worked with Public Allies Chicago and was placed at the National Runaway Switchboard. Prior to Public Allies, Colin was the Programming and Education intern at 826 Chicago.

Brigid Scanlon, this year’s World Language Fellow, has her M.A. in Foreign Language Pedagogy with an emphasis in Spanish from the University of Delaware. Brigid has experience

in education as an assistant instructor with the University of Delaware Foreign Language Department.

Eliza Wicks-Arshack, the Out-door Education Fellow, has a B.A. in Sociology from Colorado College and is a friendly face here at ER. Some of you who have been in the woods in the past few trimesters might recognize Eliza as a contract member of our wilderness staff.

If you know of emerging educators who would be a good fit for our 2013-14 class of Public Allies Teaching Fellows please direct them to www.publicallies.org/eaglerock.

📖 *“Newport Daily News” – Cont. from Pg. 6*

figure when I visit Ghana, but not to come across as someone who thinks she knows better,” Plunkett said. “The conference is important because it brings us together. We are all working toward the same goals.”

Greg Adekomaya of Newport, a senior at the East Bay Met School, is planning a documentary about different minorities in Rhode Island. He said he would include Muslims, Asians, Hispanics and African-Americans and focus on more recent immigrants. He plans to interview them to get their impressions of life in the state and the challenges they face.

The two days with the consultants, advisers and other students has “helped me be more open and put together a plan to be

successful at what I am trying to do,” Adekomaya said

His next step is to research the different minorities in the state before contacting them, he said.

Soguero said the conference also helped school representatives plan for new projects at their home schools.

“We’re expert at facilitating sustainable solutions,” he said. “We follow up with them. We are successful when they don’t need us anymore.”

Eagle Rock works with more than 70 Big Picture schools around the country, “from Los Angeles to Newport,” Soguero said.

The development of Met schools has been a success story during the past 17 years.

In 1995, then state Commissioner of Elementary

and Secondary Education Peter McWalters asked Dennis Littky and Elliot Washor, then both fellows at Brown University’s Annenberg Institute, to establish a “public high school for the 21st century.” They formed a nonprofit organization, The Big Picture Co., to design and open the Metropolitan Regional and Technical Center in Providence in 1996. The school, which is state funded, became known as the Met in this state, and there now are Big Picture schools around this country and beyond.

“It’s international,” Vieira said.

Funding from the Bill and Melinda Gates Foundation and other state and private funding sources has allowed the Big Picture Co. to expand so rapidly.