Dear Friend of Eagle Rock,

The 2008 Annual Estes Park Duck Race is here, and Eagle Rock needs your help. Please buy one or more Duck Race tickets! We raise money to support our graduates in their pursuit of higher education by selling Duck Race tickets. The more tickets we sell, the more money we raise for the Graduate Fund.

Duck Race tickets are $20 apiece. Among the 500 prizes you might win are a Caribbean cruise and seven nights on Maui. The race will be held on May 3, 2008, in Estes Park.

Please make out a check today to the ESTES PARK DUCK RACE and send it (multiples of $20) no later than April 30, 2008 to:

Eagle Rock School
Attn: Duck Race
2750 Notaiah Road
Estes Park, CO 80517

We’ll send you your ticket stubs, and you can begin planning for Maui. Thank you in advance. Every Eagle Rock graduate appreciates your support.

—Robert Burkhardt, Head of School

STAFF MOVE ON; MOVE IN
by Robert Burkhardt, Head of School

An era has ended at Eagle Rock: Dick Herb, Director of Operations for twelve years, retired on March 4, 2008.

Dick and Carolyn were celebrated by a huge crowd at a dinner on March 8 at the historic Crags Lodge in Estes Park. It was a wonderful mix of laughter, tears and recollections with friends assembled; the evening was over too soon, but fond memories of this loving couple will linger in our hearts for years. They exemplify the Eagle Rock theme “Service to Others.”

Dick’s legacy is the stuff of legend. Almost singlehandedly, he built the Graduate Higher Education Fund from small potatoes to significant support for all graduates (we were able to offer one $1000 scholarship in August of 1997—today every graduate is eligible for $14,000 in assistance). Under Dick’s leadership the Fund has awarded more than $300,000, and the principal has grown to almost $1,000,000. Well done, Dick! We’ll keep building the Fund.

“Mak, mak, mak....” Every year in the spring staff and students heard these words at Gathering, as Dick reminded us to sell Duck Race tickets. His annual letters solic-
GRADUATE PROFILE – WHERE IS SHE NOW?
by Katie Miller, Public Allies Fellow in the Professional Development Center

Amy Sedillo, ER-14 (Winter, 1998)
Graduated ER-24 (Summer, 2001)
Geography: Albuquerque, NM

Over a long weekend in March, the Lodge was graced with a new and pleasant surprise: a highchair. And in it sat the delightful seven-month-old Bailey with her mother, Amy Sedillo. Already the round table was filling up quickly with students and staff alike stopping by to chat and of course watch Bailey’s expressive face “ooh” and “ahh” in delight from the attention. With a casual eye on her daughter, Amy shared her journey from her Eagle Rock graduation to what her life is like today.

After graduating from Eagle Rock, Amy’s journey started with various jobs in her home state of New Mexico. Her first job was working at an after school program at a Montessori elementary school (pre-K-5th). At the school, she learned the significance of working with kids and her passion for caring about the well being of children. Eagle Rock had also instilled the “learning bug” in her that she filled by taking some community college classes in elementary education and human development. At this point in her life, Amy was not so focused on a set graduation date, but focused on growing and learning as a person and expanding her horizons.

Next Amy attended Bartending School and worked in the service industry for a few years doing all sorts of jobs, but enjoying them nonetheless. Eventually it was time to move on to a new position as an Event Coordinator at the State Fair. There, she learned a variety of skills ranging from the more practical aspects like how to operate the sound system to how to organize and put on large events. She also furthered her people skills by working with diverse groups of people. She attributes learning to accept everyone from all different backgrounds with all different needs to Eagle Rock. Everyone is different, yet the same.

At this point in Amy’s life, she felt pulled toward advancing up the corporate ladder. She joined Apple, but quickly learned that corporations were not her cup of tea. She learned that doing whatever it takes to get to the top was not the most important thing in her life. A change of pace was needed and she found that working at a locally owned furniture store that paid her a good wage, valued her as a worker and compensated her for what she is worth. The store treated her well and accepted her for who she was, even her pregnancy.

Now as a full-time mom to seven-month-old Bailey, Amy still manages to find time to work and do something she loves at the same time. As fate would have it, she randomly ran into a woman that she used to work with at the local co-op. They began talking and the woman introduced her to a nutritional supplement company. One thing led to another and now Amy is an Independent Associate for the company. She gets the best of both worlds. As a mom, she can work from home and still support her family. As an associate, she gets to promote her passion for health.

Going hand in hand with good health, Amy has tried to incorporate other similar values from Eagle Rock into her own life. She has stepped up as a leader in her community, especially in terms of recycling and is more conscious of her role as a global citizen and our impact on our environment. As a world citizen, Amy hopes to travel the world with Bailey to see all of the diverse cultures outside of...
EAGLE ROCK MAKES RESTORATIVE JUSTICE TRIP TO NEW MEXICO

by Michael Soguero, Director of Professional Development

“If we could read the secret history of our enemies, we should find in each man’s life sorrow and suffering enough to disarm all hostility.” —Henry Wadsworth Longfellow

You can find this poem posted in one of the train cars at Denver International Airport on your way to any of the terminals. I look up at it any time I’m in the right train. The last time I read it on my way to catch a flight to Albuquerque, New Mexico, I wondered how I could make this statement real for myself and our students. How would we disarm hostility through getting to know each other better and learning about the pain and sorrow others have had to endure? I didn’t realize how powerfully this question could be answered in Albuquerque.

On Thursday, February 14th, a core group of Restorative Justice staff and students visited Amy Biehl High School. The event that brought our schools together was A Conversation with Linda Biehl & Ntobeko Peni. Linda Biehl’s daughter Amy Biehl was a Fulbright scholar working in South Africa against apartheid. On August 25, 1993, while returning from work in a nearby township, Amy was beaten and stabbed to death in a black township near Cape Town. In 1998, the four youths convicted of her murder were granted amnesty by the Truth and Reconciliation Commission (TRC) after serving five years of their sentence – a decision that was supported by Amy’s parents, Peter and Linda. Since that time Linda Biehl started The Amy Biehl Foundation, dedicated to preventing youth violence through a holistic approach to community development in socioeconomically disadvantaged communities in and around Cape Town. In 1998, the four youths convicted of her murder were granted amnesty by the Truth and Reconciliation Commission (TRC) after serving five years of their sentence – a decision that was supported by Amy’s parents, Peter and Linda. Since that time Linda Biehl started The Amy Biehl Foundation, dedicated to preventing youth violence through a holistic approach to community development in socioeconomically disadvantaged communities in and around Cape Town.

Ntobeko described a childhood where at the age of 10 he was already familiar with the smell of tear gas. At the age of 12 he was numb to the necessity of having to step over dead bodies. And, by the time he was in high school, he was part of a group that was dedicated to winning back South Africa at all costs. It was in this context that Ntobeko took part in the murder of an innocent, white American Fulbright Scholar who had dedicated her life to service. That same woman, Amy Biehl, worked tirelessly in South African communities to bring justice.

We were moved by the inspiring story of Ntobeko’s story of fighting oppression throughout his life and then acknowledging that his life took a turn that led to hurting innocent people. At the time that Amy’s parents flew to South Africa, Ntobeko realized that it did not matter any longer what the criminal justice system did to him – what mattered most was the forgiveness he received from Amy’s parents and the forgiveness he had for himself. We were left with Ntobeko’s insight: “As painful as everything is, every step prepares us for a better life.”

Students Hutch Bercow, Delicia Jones, Sarah Katz and Alex Harrison along with staff members Denise Lord, Esperanza Gallon and myself returned from this very moving trip with renewed dedication to the restorative justice process at Eagle Rock.

Learn more about Eagle Rock’s restorative justice program here: http://tinyurl.com/2zy8hh
Mark Palmer joined the ERS community at the beginning of ER-44 as the Director of the Public Allies Teaching Fellowship Program at Eagle Rock School & Professional Development Center. He comes to Eagle Rock with a variety of experiences and the community is eager to learn more about this jack-of-all trades.

Mark grew up in the small town of Elsberry in east-central Missouri, about one hour north of St. Louis. Having a close-knit family and most of them living a few miles from him, he wishes everyone could have the same childhood that he had “because it was awesome.” Mark then went on to attend Missouri State University in Springfield and was an active member of the residential life team by working as a Residential Advisor, a student orientation leader and a peer leader for a few years. Though his residential life activities kept him busy, he did manage to find some time to study. Mark found his first passion by taking a communication class that he enjoyed and decided it would be fun to major in. He wanted to study “something fun and to play with lots of cool stuff, like radio, TV and making ads.” Along his journey to his bachelor’s degree in Mass Communication and Advertising, Mark also had the opportunity to participate in an ad competition sponsored by the National Association of Advertisers, as well as internships for US Senators Kit Bond and John Ashcroft (both US senators from Missouri). Little did he realize that he was already focusing on experiential learning by choosing a hands-on career that allowed him to play with lots of toys like cameras and microphones.

After college and after living in Missouri for 25 years, he wanted to branch out and was soon assigned to St. Vincent and the Grenadines in the Caribbean. He spent 2 years on an island that was 9 miles wide and 13 miles long with a population of 130,000 inhabitants and 13 other Peace Corps volunteers. He was excited to learn more about this fascinating place. Most of the population is of African and Indian descent with the majority of African descendents coming from crashed slave ships on the island’s shores. While most of the people spoke various dialects of English, Mark also picked up some Garifuna, the tribal language of the Carib (Indian) tribe that is only spoken in the northern part of the island.

As the Youth and Community volunteer on the island, Mark worked with after school programs on HIV and AIDS education, taught basic computer skills and created a SAT prep course for students that wanted to go to college in the U.S. He also put on some camps and led various service projects like ‘cleaning churches, setting up a library and cleaning up folks’ houses. Yet Mark also realized the benefit of working hard and finding time to play too, so he made a point to spend a lot of time on the beach, romp through the rainforest and climb into the island’s active volcano.

After his service abroad, Mark then returned to the U.S. to work at an outdoor school on the eastern shores of the Chesapeake Bay in Maryland. There, his favorite “work” was working with groups on the high ropes course and teaching bay water ecology and environmental education. Though he enjoyed working outdoors at the school, Mark realized it was time to move on and entered graduate school at the University of Minnesota. As part of his studies, he also had the opportunity to work at an alternative high school and lead experiential activities for students with mental health disorders (bipolar, ADHD, anger issues, etc.). He took these students out into the community for them to practice their social skills like how to act or be in control in different situations. After 2 years in the cold (including –40 degree days), Mark finished his Masters in Education and Youth Development Leadership and decided to move on.

Mark then took the next 6 months to travel to warmer areas like Missouri, Arizona, California and Washington. He then moved on to a job as the Senior Youth Services Director at the YMCA in Charlotte, NC. He managed the after school program with up to 200 kids each day and was the direct supervisor for 75 staff members. Although he made a lot of friends, Charlotte did not feel like home and he missed the mountains. With his desire to work with high school aged students, he wanted to be somewhere where he was making a difference, which led him to Eagle Rock.

Mark explains, “I love that Public Allies at Eagle Rock School gives our teaching fellows an opportunity to enhance their skills as educators, as team members and as lifelong learners. My hope with Public Allies is to allow for the development of our teaching fellows into leaders who see the positive in becoming life long learners and ambassadors to the type of education and youth development that Eagle Rock promotes.”

Now that he’s here, Mark loves everything about Eagle Rock, so far. He was (and still is) a huge sports fan and played baseball, basketball and golf throughout high school. He hopes to continue with sports and hobbies like fly fishing, swimming, running and mountain biking plus going to the movies and hanging out. He is looking forward to spending some time in the woodshop, where he wants to build a canoe and hopefully, it will float.

Learn more about Public Allies here: http://tinyurl.com/25g9m9
What happens to all the vegetable oil used in Estes Park to fry the poppers, the fries, and the fish and chips that tourists crave? Restaurant owners pay to have it trucked off and disposed of in a landfill. This oil is a valuable resource that, through the wonders of chemistry, can be used to power vehicles. More specifically, the waste vegetable oil can be converted to power my vehicle, a diesel VW Jetta. When Rudolf Diesel came up with the diesel engine in 1912, he intended it to be powered by vegetable oils. Diesel said, "The diesel engine can be fed with vegetable oils and would help considerably in the development of agriculture of the countries which use it. The use of vegetable oils for engine fuels may seem insignificant today. But such oils may become in the course of time as important as petroleum and the coal tar products of the present time."

In an effort to expand our thinking about how to become a steward of the planet, the class mmm....Smells Like French Fries was born. French Fries is a five-week class built on learning how to convert waste vegetable oil into fuel for my car. Finding used oil in Estes Park was no problem. Our friend over at Poppy’s Restaurant, Rob Pieper, hooked us up with 10 gallons of high quality used fryer oil to begin our project. Rob changes his fryers once every couple of weeks to the tune of 30 to 40 gallons per each change. He was happy to donate the oil and is willing to continue supplying the oil as we need it. “Why not get the oil from the lodge?” you ask. The answer is that because of their commitment to healthy life choices, Tim and the crew use far less fryer oil than the typical Estes Park eatery.

Imagine how much oil could be converted to fuel given the concentration of restaurants using fryers in Estes Park. Then imagine how many more restaurants fry food throughout Colorado. Then think about the consumption of fried food throughout the rest of the country and all the corn, canola, and vegetable oil used in those fryers. You will begin to see how reusing waste vegetable oil could help to reduce both our consumption of petroleum and our dependence on foreign oil.

The process to make biodiesel is surprisingly easy. The class took a trip down to CU to learn how. A member of the organization CU Biodiesel spoke with us about the chemistry of the reaction. He told us that used vegetable oil has long chains of hydrocarbons attached to a glycerin molecule. To utilize the energy contained in those chains, we have to separate them from the glycerin molecule. To do this, we combine sodium hydroxide and methanol with the oil. The ensuing chemical reaction frees up the hydrocarbon chains from the glycerin. After the reaction the biodiesel can be separated from the left over glycerin. The glycerin can be composted or made into soap.

The biodiesel is then put through a series of washes to remove any contaminants that could be harmful for my engine. When finished, the biodiesel is somewhat lighter in color than the original waste oil, much less viscous, and transparent. Most importantly, the biodiesel is ready to be combusted by my diesel engine.

A fearless group of seven students is now finishing production of their second batch of biodiesel. Throughout the class they have learned not only how to make fuel from waste oil, but also why it is important to do so. When asked how they use petroleum in their daily lives, most students responded that driving was their main use. Students were surprised to find that petroleum products are pervasive in their lives. Everyday items such as plastics, synthetic fibers, and fertilizers used in industrial agriculture are all derived from oil. Even more shocking for students was the realization that we are beyond peak oil production and that within their lifetimes, we will likely consume all the petroleum ever produced on planet earth. In addition to acquiring the laboratory skills and understanding of chemistry necessary to produce high quality batches of biodiesel, students have investigated how diesel engines differ from traditional internal combustion engines and can describe how each type of engine works. They have analyzed the pros and cons, as well as the practicality, of biofuels such as ethanol from corn, algae, and switchgrass. They have also compared the impacts of cars run by alternatives to petroleum, such as the gas/electric hybrid Honda Civic, flex fuel cars such as the VW Gol in Brazil, and the once maligned, now in development again, electric car.

What remains to be seen is whether or not the exhaust from the biodiesel made by the students will smell like french fries or fish and chips. The first test run of their biodiesel batches is scheduled for later this week. In either case, students from the French Fries class will be ready to make informed choices about how to live sustainably in a world beyond petroleum. And through their efforts they have helped me to become a steward of the planet one-half liter of biodiesel at a time.

Learn more about this class here: http://tinyurl.com/ytgyb5
“Staff Move On” - Cont. from Page 7

iting the extended Eagle Rock community were as humorous as they were effective: lean, mean ducks doing push-ups, wearing GPS inserts, undergoing specialized water-walking training, mounting turbo attachments under their wings, all designed to speed Eagle Rock duckies down the Big Thompson River towards victory.

Dick was never happier than when he was contributing to the welfare and benefit of others; the sound of a chainsaw somewhere on campus meant firewood would be available for homebound senior citizens in town; an upcoming lunar eclipse or meteor shower would find Dick inviting students to loll on his front lawn late at night for an astronomy extravaganza; sumptuous pancake breakfasts at the Herbs were a welcome treat for Sunday morning workers.

Safety was a primary concern for Dick: he taught us to park vehicles by backing in; he arranged winter driving courses for staff; he organized students to build fire control stations all over campus; he warned us about bears and mountain lions; he carried the beeper at night and was always on call as the first line of defense against intrusion or emergencies.

He also ran a tight ship: staff who parked personal vehicles in the upper parking lot without permission were likely to find a ticket on the windshield of their cars (they were fined $5, payable to the Graduate Fund); Dick kept staff spending proclivities in check and annually brought the school budget in with a few thousand dollars to spare; “Hey group,” we would hear on our voicemail, “make sure your trimester break time off sheets are turned in by such and such a date.”

Dick wasn’t only about work. This former coach of a California state baseball championship team was in his element on the Field of Dreams, and during softball season Dick held down first base for Ponderosa House with effortless ease. On trimester breaks he led rafting trips on the Green River, bringing much pleasure to many people. His golf game didn’t get the full attention it needed, but that will soon be rectified on courses near Bend, Oregon.

When the definitive history of Eagle Rock is written, Dick and Carolyn Herb will be in the table of contents, not the index. This school owes them a great debt of thanks. We honor their cheerful, selfless, dedicated service. We remember the example they set. We will miss them. We wish them fair winds, sunny skies, long breakfasts, time with grandchildren, and happy days in Oregon. What a couple!

The long national search to determine a successor to Dick Herb culminated in this result: Welcome Susan Luna!

Six years ago Susan and her husband Dave Hoskins were Houseparents in Spruce House; Dave had been an Instructional Specialist for several years prior to Houseparenting, and after he and Susan were married at Eagle Rock’s outdoor amphitheater the two moved into Spruce. In addition to shepherding students in Spruce House, Susan (among other things) taught Saturday Seminars, gave tennis instruction, helped to facilitate Women’s Meetings, performed with the school choir, served as a POL panelist, assisted with set design on “Guys and Dolls,” and took part in Eagle Rock classes. In short, she immersed herself in this community, and earned her way into the hearts of staff and students alike.

Susan and Dave left Eagle Rock in 2003 when Susan was offered the opportunity to be Executive Director of the Denver Inner City Parish, a position she held until her return to Estes Park. At D.I.C.P. Susan managed thirty staff and nine separate programs, including La Academia, a wonderful small high school that is a “city cousin” of Eagle Rock. During her tenure at “The Parish” Susan played an integral role in transforming that organization: it now has two facilities instead of one, and the staff doubled in size, as did the annual budget. Susan’s most fulfilling accomplishment at D.I.C.P. was the opportunity to work on a capital campaign that successfully raised $1 million from multiple sources.

Two of Susan’s great loves are family and tennis. She was the president and founder of Luna Tennis of Colorado, which was the first Latino family-managed non-profit tennis organization in Colorado. Luna Tennis developed and implemented recreational opportunities for underserved populations statewide.

Susan brings over fifteen years experience in the non-profit sector to Eagle Rock. She completed her undergraduate work in Sociology at the University of Colorado at Boulder, and earned a Master of Urban and Regional Planning from the University of Colorado at Denver. We are delighted to have her on board.

Farewell to Dick and Carolyn, with great thanks for a job well done; welcome back to Susan and Dave, with great hope for the future. Eagle Rock has been fortunate to attract such talented staff.
On April 11, 2008, three students received their diplomas and achieved their goal of graduating from Eagle Rock School. Delicia Jones, Amanda Hansen and Asha Thompson are ready to put what they’ve learned on campus into practice out on their own.

**Delicia Jones** came to Eagle Rock in ER-37 from New York City. During her time here, Delicia has learned many things, but one of the biggest lessons is that “service learning is more than just picking up trash and doing what people want you to do to help them. Service helps me learn about myself.” She realizes how important service projects are to communities and does more volunteering and service now than she had before coming to ERS. Some of her fondest service memories were building a green house bed in the bioshelter and repairing a chair for *Furniture Connections*.

Delicia has also learned how to be a stronger leader because “you get a lot of practice being at ERS. You have to speak up about things based on how you feel about it and that makes you become a better leader.” She is more confident in change to happen, whereas before she was pessimistic that things could never get better for her and the people she cared for. Now she is not afraid to speak up for change and making life better. Another subject that Delicia is passionate about is science of which learning how things work particularly enthralles her. She would like to continue studying applied science at the collegiate level and dreams of one day working as an epidemiological researcher in poorer countries focusing on how disease travels and mutates among poorer populations.

Although she loves the big, fast-paced world of New York City, forming close friendships in a small community is something she will miss, as well as the natural beauty of Eagle Rock, but it is time to move on. To her fellow graduates, Delicia is proud of them, like they are proud of her. They have all worked really hard and grown so much over the years. While she is excited to graduate with them, Delicia is also happy that they are moving on with their lives on to bigger and better things.

**Asha Thompson** hails from many places, but still calls Maryland home. He came to Eagle Rock because he wanted to change his life and throughout his time here, he has become a more compassionate and understanding person as well as a more knowledgeable global citizen. He has also discovered his passion for helping youth, and would like to continue exploring new and diverse programs for youth to give them new solutions and alternatives. He found a creative way to combine his interest in law and justice by working on an early proposal to give students more options and more transparency regarding being sent home from Eagle Rock. His belief that a group of people should act as the decision makers for whether a student stayed or went became a base for the Restorative Justice program to take root. He hopes to further this passion by attending college or the police academy in the near future, but eventually coming back to Eagle Rock one day as the Head of Students.

On a lighter note, Asha’s favorite memory from Eagle Rock is intramurals from the summer of ER-36 (2005). Everyone participated, even the athletically challenged, and really went full throttle and competed hard against each other. Plus, there was a fantastic BBQ lunch waiting for everyone on those beautiful, sunny, Colorado days on the field of dreams. Now that he is leaving, Asha will miss his peers, staff, the whole Eagle Rock community and the support once he is out on his own. As for his fellow graduates, he jokingly claims that Amanda should be a herbologist and Delicia should be a judge, but is both proud and happy to walk across the stage with them at graduation.

**Amanda Hansen** comes from Los Angeles, California. She has done a complete 180 degree spin from where she started and who she is now: “At one point, I had no idea who I was, but now I know and strive to be who I want to be.” Amanda is passionate about everything, especially white water rafting, working outdoors and traveling. Her immediate summer plans already include working as an assistant white water raft guide in northern California. Then Amanda would like to travel, domestically then internationally. Her hopeful destinations are Africa, New Zealand, Cuba and Italy, Ireland, and pretty much everywhere else in between. Down the road, she would like to live in a developing country and work for a non-profit with a focus on helping war victims. Eventually she would...
EAGLE ROCK PLAYING ROLE IN NATIONAL SERVICE
by Dan Condon, Associate Director of Professional Development

Eagle Rock School and Professional Development Center recently joined the team of Learn and Serve America’s National Service-Learning Clearinghouse Program Advisors as Tribes/US Territories Advisor. John Guffey, Service-Learning Instructional Specialist, will be leading Eagle Rock’s efforts for NSLC. Program Advisors to the Clearinghouse provide sector-specific guidance and expertise to insure a responsive, contemporary, and vibrant NSLC.

Eagle Rock is 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 ages 15-17 from around the United States in an innovative learning program with national recognition. The Professional Development Center hosts educators from around the world who wish to study how to re-engage students in learning, keep them in school, get them graduated, and help them go on to make a difference in the world.

John Guffey comes to the NSLC advisor role as a seasoned service-learning instructor and program director with over twenty years of experience in education, youth development, and community organizing. Half of those years were spent in Gallup, New Mexico, working at the University of New Mexico and with the National Indian Youth Leadership Project (NIYLP). Here he focused primarily on learning and serving among the tribal communities of the 4-corners area, most notably the Dine’, Zuni, Acoma, Laguna, and Puebloan people of northern New Mexico. During that period, John was an active grant writer, program coordinator, and teacher meeting and working with many wonderful people at the grassroots level, with whom he sought to improve the quality and relevance of education through service-learning opportunities within and beyond their close-knit tribal communities. John’s understanding of service-learning is rooted in the philosophy of community-based education that he experienced and shared during the decade he worked and lived in New Mexico. Today, John teaches service-learning at Eagle Rock School and Professional Development Center.

Agencies are selected to serve as NSLC Program Advisors because of the high quality research, practice, and advocacy they bring to the service-learning community. For more information on Eagle Rock School and on all of the NSLC Program Advisors, visit this http://tinyurl.com/ys4srv.

the U.S., and she plans to start this venture sooner rather than later. With Bailey by her side, she is already planning a trip to Mexico with fellow Eagle Rock graduate, Sandy Rivera.

Sometime after her travels, Amy would like to take her passion for nutrition and translate this into the public education system. She wants to go to public and private schools, work and teach about nutrition. The media can be so deceiving to young people, especially children. Her rationale is that if the food corporations hire psychologists to encourage children to nag their parents for unhealthy foods, then it is equally important to equip children (namely through schools) with the knowledge to make healthy choices and grow. Especially after having her own child, this motivation to share her nutritional knowledge with young people has grown stronger.

Seven years after her graduation from Eagle Rock, Amy feels that she is at a good point in her life. She finally has something good to say and wants to share her story. It’s amazing to believe how things have fallen into place for her. She knew that she wanted to work with kids, but didn’t know how immediately following graduation. Yet now, it makes sense the path her life has taken. She has found a passion and career that she had never thought of while working at the State Fair or the furniture store. She is an advocate for healthy living and has a beautiful daughter by her side to help her.

also like to attend Prescott College because it is “like a sister school of Eagle Rock with small classes, community and sustainable organic food.”

She will miss the love and support of Eagle Rock, yet she leaves with fond memories and learning experiences too. She has learned through the class Hemped Out Healing that simple decisions people make, affect everyone around them, and on a personal level, that what she eats can affect who she is. Amanda also possesses an infinite passion for art, which can be seen in her many creative projects on campus, especially her feng shui harmony symbol made of metal, wood and rocks behind Piñon house. While she has enjoyed being at Eagle Rock, Amanda is excited to move on. To her fellow graduates, she loves them both and wouldn’t want to be graduating with anyone else.
It was 6:30 AM on a Tuesday morning and eleven Eagle Rock students groggily rolled out of their sleeping bags, rubbed their stiff shoulder, and slipped into the same dirty clothes that they’d been wearing for the last four days before heading off to breakfast.

Sounds familiar doesn’t it? If you’re familiar with the Eagle Rock Wilderness experience then you may believe that this is a day in the life of an ER patrol. What you may not know is that this is actually a snapshot into the life of a group of Eagle Rock students who chose to take part in an 11-day service trip to Biloxi, MS and New Orleans, LA in order to provide service to the hurricane-stricken coastal cities. During this trip these 11 students and four staff members scraped and painted three houses and porches, created four pilot-project gardens, weeded a community garden, helped with the upkeep of a community/volunteer center, and painted a large mural behind a preschool.

Getting into ‘NOLA’ (the class name, which stands for New Orleans, LA) wasn’t easy. In order to be considered for the five-week class and corresponding trip, each student had to write a letter stating why they thought that they should be a part of this experience. With that done, each student then had to maintain a high standing in the community, which included such things as maintaining low dings, participating in classes, and helping to fund raise for the trip. Although the travel and living expenses were being covered by the school, each student was expected to raise $150, a sum totaling about $1700, which was given to families, organizations, and individuals along the Gulf Coast whom the group felt needed the assistance.

While fund raising was underway, students also participated in a class that focused on issues surrounding Hurricane Katrina such as the science behind hurricanes and the social responsibility of individuals and local and federal government organizations during disasters. Students also spent one day each week in the wood shop learning how to do simple framing, hang drywall, and spackle.

Once the group arrived on the Gulf Coast, Biloxi, Mississippi was their first destination. In Biloxi, the group lived for three days at a local church and worked with the East Biloxi Coordination Relief and Redevelopment Agency scraping and painting the porch of an elderly woman’s home. They then drove 100 miles west to New Orleans where they lived in a Christian community center in the heavily flooded neighborhood of Hollygrove. Here the group went to work breaking ground for pilot neighborhood gardens, scraping and painting houses, and doing clean-up and painting work at a local day care, which went on to include the creation of a mural.

All in all, the trip was deemed a success. While almost everyone was disappointed that his or her newly acquired building skills weren’t put to use, it was recognized that the work that was done was needed and appreciated. As stated by Renee, “When I heard we were going to garden, I was really upset because I felt it wasn’t helping to fix anything in NOLA. But seeing people’s reactions and how grateful they were to have a garden, I really felt like we did something good for people.” Moreover, it was the reactions and interaction of local individuals that really seemed to make the difference during this trip. “While in the middle of the project that we were doing in New Orleans I met this man named Terry and he was the owner of the house. After we had done the finishing touches up he always told us how much he appreciated what we are doing and that the world needs more people like us,” said Cherie, a student on the trip.

For others, it wasn’t so much the interactions with certain individuals, but the ‘Southern’ experience as a whole that made an impact. Adrienne explained, “For me, the trip did not end up being a ‘service’ trip. I found many things about the trip very valuable, but not the service aspect in particular. Time spent seeing and experiencing New Orleans (and the South, in general) exceeded my expectations.”

And finally, if the Southern hospitality, food, culture, and work experiences didn’t have a great enough impact, there is always the memory of the hurricane’s power and destruction. While trees and grasses are beginning to re-grow, there are still neighborhoods of nothing but the cement steps that had once led to homes. Even if a house did survive, the chance that the owners are willing or able to move back in is still slim. It is this graphic reminder of devastation that often has the most lasting impact. Brandon explained, “The trip was a very good experience. From all of the people I met and places I’ve been I would have to say that I learned how to appreciate some of the things that I have.”
FROM THE INSIDE OUT: EAGLE ROCK SCHOOL
PRODUCING A NEW GENERATION OF CES TEACHERS
by Dan Condon, Associate Director of Professional Development


Six years ago, I founded Eagle Rock’s Teaching Fellowship Program in collaboration with Public Allies, Inc., and under the auspices of Eagle Rock’s Professional Development Center. I knew the power of teacher education that Eagle Rock provided, as I had participated in an internship at the school in 1994. Eagle Rock’s Teaching Fellowship has two perspectives: local and global. Locally, Fellows contribute skills, energy, and knowledge to the Eagle Rock School community. As residents, they are involved in student activities and campus life as well as classroom teaching and administration. Like everyone else at Eagle Rock, they serve as role models, take on leadership roles, and live the values expressed through Eagle Rock’s commitments. The global perspective relates to the Eagle Rock School and Professional Development Center’s mission of engaging educators in forging renewal and reform initiatives in schools across the country. We envision Fellows utilizing what they learn at Eagle Rock in their next work environment and serving as emissaries for the kind of education Eagle Rock promotes. No matter what they do or where they go (but most especially if they enter public education) our Fellowship Alumni act as ambassadors for the values that Eagle Rock honors.

Molding tomorrow’s educational leaders begins with core training during which Fellows are oriented and begin the community-building process. Throughout the year, Fellows gather together as a cohort once a week for learning seminars facilitated by skilled professionals in the field. Fellows participate in a variety of professional development experiences, including weekly fellow learning seminars that explore the theory and practice of education.

We also host an Alternative Licensure Program through the Colorado Department of Education that enables us to offer teaching certificates to our Teaching Fellows upon completion of their time with us. The Other Side of Curriculum: Lessons for Learners and Engaging the Disengaged: How Schools Can Help Struggling Students Succeed, both authored by Eagle Rock’s Director of Professional Development Lois Brown Easton, anchor the curriculum. Fellows participate as a group in mid-year and year-end retreats, and they join regular critical reflection sessions during which they connect their service to larger social and public issues. Michael Soguero, Director of Professional Development at Eagle Rock School explains, “Job-embedded professional development with follow up is much more effective than traditional models of professional development where teachers go off to a workshop and there’s some hope they will transfer their learning back to their site. Our teacher preparation program uses the context of the current teaching experience as the source of the assignments candidates must complete to earn their teacher license. We do lesson study using real lessons delivered at Eagle Rock and use many Critical Friends protocols to examine student work.”

The Fellows are coached by the local site director of the Public Allies Fellowship Teaching Fellowship Program based here on site in coordination with each Fellow’s cooperating mentor teacher using a continuous learning process which includes setting personal and professional goals, creating plans to achieve those goals, and giving and receiving feedback from peers, supervisors, and students. Simultaneously, Fellows document their progress towards specific service and learning outcomes. The program concludes each August with Presentations of Learning, when Fellows demonstrate their mastery to the entire Eagle Rock community, showing they have met their teaching goals and learning outcomes throughout the year.

Throughout the program year, Fellows work in teams of four and side-by-side with community members on Team Service Projects (TSP’s). TSP’s are based on the idea that in order to improve communities, you must discover and build upon their assets, the talents and capacities of the community. Team Service Projects leave a sustainable contribution to the Eagle Rock Community with direct and measurable impact. The projects are divided into four phases: community exploration; project planning; project implementation; and critical reflection, evaluation and project transition. Their team service projects allow the Fellows to gain an additional community service experience, while de-

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Eagle Eyes

“Inside Out” - Cont. from Page 10

developing important skills in teamwork, collaboration, volunteer generation and project management.

What makes the Fellowship program distinct from most other new teacher training programs is our organic emphasis on the 10 Common Principles of the Coalition. Jimmy Frickey, former Math Teaching Fellow who went on to be an Eagle Rock teacher, explains, “As a current student in a traditional teaching program, a main difference I notice between my experiences at Eagle Rock and in school placements is Eagle Rock’s commitment to principles and practices is significantly greater than anywhere else I have seen in public education. Traditional education programs provide classes that teach about the values of inclusion, but mainstream practice in public education still mostly ignores these principles and attempts to create homogeneous learning environments by separating “those” students for a variety of reasons. Eagle Rock’s commitment to inclusive learning environments provided me practical experience teaching in such settings, while my traditional teacher preparation program has provided me mostly with theoretical discussions about inclusive learning environments.”

Each year, when our dozen Teaching Fellows arrive for their year-long term of service, I let them know that their most powerful teachers will be the Eagle Rock School students with whom they will spend many of their waking hours. This highlights another key feature to the Fellowship Program, Eagle Rock’s emphasis on Asset Based Community Development, an approach to school community development that advocates the use of skills and strengths that are already present within the school community, rather than obtaining help from outside institutions. The phrase “asset-based” refers to a positive, “capacity-driven” approach that encourages community members to make progress for themselves, as opposed to a traditional “needs-driven” approach that makes the community dependent on institutional help. Molly Nichols, former Language Arts and Literature Teaching Fellow at Eagle Rock explains, “Eagle Rock helped me understand the importance of building a safe learning community, which allows students to take risks and grow. One method I applied at a Denver public school was the incorporation of rituals in the classroom. Each week we set aside time to publicly, yet anonymously, acknowledge each other. Students and participants counted on this time, and it was powerful to see how much it contributed to a trusting learning community.”

Amanda Hansen, student at Eagle Rock offers her perspective on the strengths that the Teaching Fellows bring to the Eagle Rock School community. “The diverse backgrounds, beliefs and experiences of the Fellows along with their younger age have made it easier for me to connect on a personal level in both classroom and personal growth learning experiences. Also, we have new Fellows every year, and I really like all of the new ideas and techniques that they bring each year.”

Michael Soguero says, “As emerging educators and young folks dedicated to leadership and service, our Fellows model the kind of future Eagle Rock students aspire to: graduate and make a difference in the world.”

Anna McCanse, former Visual Arts Teaching Fellow at Eagle Rock reflects, “The year I spent working and living at Eagle Rock School has had and will continue to have an enormous impact on my life as an educator. Following my time at Eagle Rock, I moved to San Francisco to teach at a new charter school with several other former staff members of Eagle Rock. As we set about to create a culture of hard work, respect, and a love of learning in the students in this new school we always found ourselves drawing from our experiences at Eagle Rock to guide us. Eagle Rock’s example of community, service learning, experiential education, student leadership and voice, and student-teacher relationships gave us something to strive for as we created the kind of school that we felt would best support the types of students the school is working with. I can’t imagine that any other teacher preparation program could have given me the experiences I needed during my first year at that school and I find Eagle Rock a constant source of inspiration in my educational career.”

Scott James, former Language Arts and Literature Teaching Fellow at Eagle Rock describes the complexity of the Teaching Fellow experience. “Being a Fellow at Eagle Rock allowed me to be both teacher and student at the same time, as is the case in life,” said James. “Instead of separating academics from practice, it gave me a chance to live both, to study myself as I interacted with others, and to look at myself through the lens of myself. Most importantly, it prepared me to live education by teaching me that the core of any meaningful experience is in the relationships. In general, I felt like Eagle Rock let me try, fail, and get a lot of feedback. It was this constant living face-to-face with who I was, which was often very helpful. It felt real and unrehearsed, and in the end, I think everyone there wanted the same thing, for the world to be a better place, but somehow everyone had a different idea of how to make that happen. I suppose I’ll be processing what Eagle Rock meant for the rest of my entire life. It was probably the time in my life so far when all aspects of who I was, how I lived, worked, ate, recreated, were all the most closely related.”

For full text of this article visit: http://tinyurl.com/293ofa
Welcome To Our New Life After Eagle Rock Coordinator

by Dan Condon, Associate Director of Professional Development

Denise Lord, Interim Life After Eagle Rock Coordinator and former World Languages Public Allies Teaching Fellow, has been hired on in a full-time capacity as Eagle Rock’s Life After Eagle Rock Coordinator.

Through her previous work in this position, Denise has been able to successfully aid students in navigating a variety of plans and options for their life beyond ERS, and she looks forward to continuing this work for years to come.

As someone who was familiar with LAER and its responsibilities it was a good match and an easy jump for her into the life and flow of Eagle Rock while maintaining and developing the resources and services the program offers.

Denise stated, “This not only allowed me to continue to work with students who had taken advantage of LAER opportunities previously, but also to devote time and attention to new students and focus on the aspects of the program that had been neglected during periods of transition.”

Denise brings a rich history to Eagle Rock School. She served in a variety of instructional roles (including art instructor, classroom assistant, tutor and after school program staff) at Woodward School for Technology and Research in Kalamazoo, Michigan. She was an AmeriCorps national service member at Tualatin Elementary in Oregon, where she took on responsibilities in English language learner support, after school program direction, Title I literacy support. Denise acted as outdoor educator with the Mystic Lake YMCA Camp and as an educational assistant at Gresham High School and East Gresham Grade School both in Oregon.

Denise explains, “With my knowledge of both Eagle Rock School and the Life After Eagle Rock program, I look forward to building on the good work of those who have come before me while leading LAER in a new and more student-friendly direction.”