



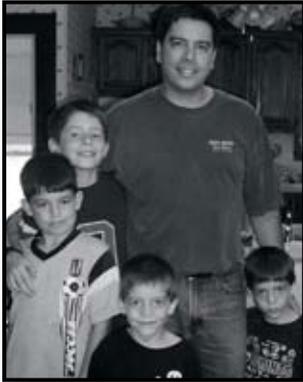
EAGLE EYES

Volume 13, Number 3

News From Fall 2005 Trimester

NEW DIRECTOR OF PROFESSIONAL DEVELOPMENT CENTER NAMED —

*by Dan Condon,
Acting Director
of Professional
Development*



After a national search that began last April we are delighted that Michael Soguero, current principal and founder of the Bronx Guild School

in New York will join us this Summer as our new Director of Professional Development. Michael earned his B.S. in Biochemistry from City College of New York in 1989, and began his teaching career in State College, Pennsylvania. From 1989 to 1991, he was a member of the Instructional Development Program at Pennsylvania State University, an instructor for the Literacy Institute, a service-learning based initiative, and a research assistant in a molecular and cell biology laboratory. After moving to Colorado, he coordinated an at-risk middle school program for a science museum under the support of a Hughes grant. In 1993, he joined the

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THREE MORE GRADUATES MAKE 108

*by Curtis Wade III, Public Allies Fellow in the
Professional Development Center*

Earning their diplomas on December 9th, 2005, Kate Bowen, Vanessa Harvey and Joshua Martin brought the total number of Eagle Rock graduates to 108. All three will be missed for their strong and diverse leadership.

Hailing from Boulder, Colorado, **Kate Bowen** entered Eagle Rock with ER 29 (Winter 2003). During her time here she was “challenged to go outside of her comfort zones” through drama classes like Act Out and a service trip to Guatemala. As a quiet role model, Kate’s calm, steady presence will be missed. Academically, Kate was a Three P’s Superstar for an unparalleled three straight trimesters, which has certainly paved the way for her future education. In a few short weeks, Kate will begin attending Warren Wilson College in Asheville, North Carolina pursuing her interests in Outdoor Education, Environmental Studies, and Counseling.

Vanessa Harvey came in ER 26 (Winter 2002) from Newcombe, New Mexico. She says that she is grateful for the way “Eagle Rock constantly pushed me, never being content with letting me drift or just sit around. This [constant attention] made me really take a look at myself and what I wanted.” One of Vanessa’s most powerful experiences at Eagle Rock came while working with the Victims’ Advocates program in Estes Park. “It really felt good to be giving back

to an organization like that,” she recalls. Vanessa’s strong vocal leadership suited her well during her several student presentations at education conferences across the country. Vanessa plans to work temporarily in the Front Range area while applying to the University of Colorado Business School.

Joshua Martin left New Hartford, New York to become a member of ER 23 (Winter 2001). At Eagle Rock, he found the space and encouragement to pursue his writing and artistic talents. From contributing refreshingly witty pieces in Write for the Rock to

designing Billboards for Eagle Rock’s Tenth Anniversary, Josh’s talents have left their mark. Josh emerged as a strong “behind-the-scenes” leader on the

athletic fields as well as in the community. “The connections to members of the community will be one of the things I miss most,” he reflects. Many will miss his maturity, laughter, and contagious humor. Josh plans to continue his artistic development by applying to Art/Design Schools in Boston.



**A publication of
Eagle Rock School
and Professional
Development Center**

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An initiative of the
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INNOVATIVE NEW STUDENT ORIENTATION

The following article written by members of our Outdoor Education Department appears in the most recent edition of Snapshot: The Specialist Schools Trust Journal of Innovation in Education.

WHY WILDERNESS?

The Eagle Rock School wilderness program places students in unique situations that provide for valuable learning experiences. This learning is made possible by placing students in a new, unfamiliar setting (wilderness) where they must rely on each other to succeed, and where the usual "distractions of adolescent life" are absent (i.e., TV, fast food, drugs/alcohol, cars, malls, make-up, etc.).

Underlying this novel setting and providing the basis for change is a foundation of trust, a constructive level of anxiety, and the student's **perception** of the wilderness as being riddled with danger and risk. Overcoming the unique problems that a wilderness trip typically offers requires a cooperative effort among all group members. Putting together the "wilderness puzzle" of problems leads to feelings of accomplishment, higher self-esteem, and feeling of personal responsibility for self, others and the natural environment. In the end, the skills that students develop on the course are the same skills that they will need to successfully contribute to the Eagle Rock community and ultimately to society as a whole.



are ready to participate in academic classes without being overwhelmed with 8+5=10 and the general flow of the school schedule.

WHAT IS THE SIGNIFICANCE OF REQUIRING ALL NEW STUDENTS TO PARTICIPATE IN A 25-DAY BACKPACKING EXPERIENCE?

Courses are generally 23-25 days in length due to the fact that it usually takes an individual about 3-4 weeks to develop a habit or change a behavior. We believe that 21 days is the minimum amount of time we can spend in the field to effect positive changes. Most students don't become aware of or start working on changing behaviors until day 5-8 of the course, so the trick for us

is to have students continue the work they started on the wilderness trip back on campus.

YOUNG PEOPLE AREN'T OFFICIALLY COUNTED AMONG THE RANKS OF STUDENTS UNTIL THEY'VE COMPLETED THE COURSE. WHAT PURPOSE DOES THIS SERVE?

Actually, new students are not considered Eagle Rock students until they successfully complete their first trimester. The entire first trimester is really focused on giving students all the skills they will need in order to succeed. When students first arrive on campus they have been exposed to 8+5=10 yet they tend not to fully understand it. The first trimester is a "rite of passage" of sorts that gives students the opportunity to adjust to the school and to prove to the Eagle Rock community that they have begun to internalize 8+5=10.

Once the students have completed the wilderness course and the remainder of the trimester, they will have had to emotionally engage in 8+5=10 and not just memorize the concepts. By the end of the first trimester most students

are ready to participate in academic classes without being overwhelmed with 8+5=10 and the general flow of the school schedule.

While on the wilderness course, students are working on skills related to 8+5=10 in the following categories: **Leadership, Communication, Compassion, Responsibility, Knowledge Base, Healthy Life Choices, Fortitude & Perseverance, and Authenticity/Overcoming Self-Deception.** Most new students arrive at Eagle Rock not even knowing what many of these categories mean let alone that they have things to learn in each area.

What we look for in a student who has the potential to succeed is their willingness to look critically at their behaviors and work to improve them. Both instructors and other students throughout the course give verbal feedback to students individually and

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...Student Orientation - Cont. from Page 2

in groups. In addition, formal written evaluations are completed by peers and instructors in the middle of the course and at the end.

If at the end of the course, the student is deficient in certain areas and/or is resistant to working on change, then they are given additional opportunity to work on their issues. The form of this opportunity can be anything from the student demonstrating compassion or leadership back on campus, to taking the entire wilderness course over again, to being disenrolled from the school. Simply completing the course is not a guarantee that the student will be prepared to take academic classes. So, it is in the student's best interest to work hard on behavioral change while on the wilderness course.

WHAT ARE THE MECHANICS OF WILDERNESS TRIP?

Each incoming ER group going into the wilderness is considered a course. There may be as few as 6 students or as many as 24 on a course. When there are more than 10 students, the course is split into 2 patrols, each patrol containing between 6 and 10 students. Each patrol has 2-3 instructors who travel with the students throughout the entire trip. Each course has one course director and one logistics coordinator, though the positions are sometimes combined. The course director and logistics coordinator float between patrols helping with rock climbing days, peak ascents, service projects and resupplies.

Lead instructors are trained professionals with at least 4 years of wilderness trip leadership experience and have traveled in the course area being used by ERS. Typically they have worked for Outward Bound™, NOLS™ or similar outdoor programs. They also spend a week in orientation at Eagle Rock being briefed on the students, goals and values of ERS and the wilderness program, and risk management policies and practices. Instructors are also required to have current CPR and wilderness first responder (first aid) certifications. Though ERS cannot guarantee a student's safety, the ERS wilderness program embraces safety as its top priority. All decisions are first filtered through the "safety lens" and then considered for educational value before any action is taken on a course.

The flow of a course is described in the following paragraphs. Students spend 2 weeks on campus preparing for the wilderness trip and learning about how the school functions.

Specifically during the 2 weeks they help with packing of food, preparing equipment, participating in group/team building activities, and learning some of the skills that they will need to travel safely and comfortably in the wilderness.

Prior to leaving for the field, the course director along with instructors write up an itinerary for the course. Details like campsites, water sources, trails, rock climbing sites, emergency vehicle placement, peak climbs and off trail hiking routes are all written up in the itinerary. The itinerary is then mailed to the Forest Service, and given to Dick Herb, Director of Operations at ERS in case an emergency would arise. Changes sometimes occur in the itinerary, and when that happens Dick is informed. Weather is the biggest variable that would instigate an itinerary change.

Once on the course, the first week is spent teaching backcountry skills like: cooking, tarp pitching, keeping warm and comfortable, first aid, hiking, map and compass, and other basic skills. Students typically also rock climb toward the end of the first week. After the first 6-7 days students hike out to a roadhead (usually a parking lot where the trail begins) for a resupply. The resupply involves students repacking their packs with food and other equipment, sending and receiving letters, and eating a fresh meal before heading back out on the trail.

One activity that has significant impact on students is the rock-climbing day. Rock climbing provides a great metaphor for the challenges students will face back on campus. Through the use of ropes and well-developed safety systems, we set up climbs that allow the students to approach and succeed at a seemingly impossible task. When they overcome their fears and succeed at climbing, we then discuss the experience and translate the steps they took to overcome the climb to steps they will need to take to successfully overcome challenges back on campus.

The second week generally involves back-packing, another day of rock climbing, and climbing a peak. Students become more independent during this week with camp chores and managing how the group interacts and works together during the day. At the end of the second week the group once again does a resupply.

The third week of the course involves solo, service, and a final expedition. The group typically hikes one day to the solo site. Students are then placed about 100 yards apart and are given a 15-foot by 15-foot area

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Mark Dougherty
Sous Chef

Cynthia Elkins
Arts

Eric Farmer
Language and Literature

Jacques Fournet
Wilderness & Outdoors
Education

Jimmy Frickey
Mathematics

Mike Glowacki
Head Cook

Richard Gordon
Learning Resources
and Information

John Guffey
Service

Dick Herb
Director of Operations

Sheri Jackson
Business Administration
Specialist

Janet Johnson
Science

Janice Lee
Registrar

Jeff Liddle
Director of Curriculum

Karolee McLaughlin
Music and Performance

Jen Morine
Human Performance

L'Tanya Perkins
Admissions Associate

Tim Phelps
Chef Instructor

Scott Rashid
Second Chef

Russ Rendón
World Languages

Anna Ridder
Wilderness &
Outdoor Education

Philbert Smith
Director of Students

Terry Tierney
Assistant Facilities

Lan To
Life After Eagle Rock

Jesse Tovar
Health and Wellness
Counselor

...New Director Named - Cont. from Page 1

founding faculty here at Eagle Rock as the math and science instructional specialist, assistant to the Director of Curriculum, and houseparent to Piñon House. In 1997, Michael received the National Science Foundation award for excellence in teaching mathematics and was honored as Colorado Educator of the Year by the National High School Association.

Upon returning to New York in 1997, Michael became a math and science teacher at School for the Physical City, an Expeditionary Learning Outward Bound school in the New Visions network. His first administrative training and receipt of state certification for administration was through the rigorous Aspiring Leaders Program designed in partnership between Community School District 2 and Baruch College. Michael became co-director of School for the Physical City in September 2000. Two years later, Michael launched a new small school in New York City under the auspices of the New Visions / New Century High Schools Initiative. In partnership with New York City Outward Bound and inspired by the nationally renowned Big Picture model, The Bronx Guild is in its fourth year of existence graduating its first class in June 2006. His second administrative training for a state certificate for superintendent was earned through the High School Leadership Development Program, a collaboration of the NYC Leadership Academy, New Visions and Baruch College. Michael has a Masters of Science in Education.

Michael has been married to Cynthia since June 1993, 2 months pri-

or to opening Eagle Rock's doors. Two of Michael's four children were born in Estes Park and were members of Piñon House one day after birth. Michael and Cynthia have 4 boys: Andrew, 11, Aidan, 9, Colin, 6 and Luke, 6.

Michael explains, "Years ago in the midst of my Eagle Rock tenure, visiting educators challenged the staff to go out into the world and make the kind of difference we were talking about at our school. "Why aren't any of you in public education?" the teacher asked. I believed then, as I do now, that ERS did provide an essential service to the world of secondary school reform and that remaining at ERS did not diminish the contribution one could make. However, a desire to raise my children near extended family led to my entrance into the world of public education. Eight years of working in the largest and perhaps most challenged public school system in the country has done nothing to diminish my fiery passion for youth and learning. The experience has however taught me much. I have a greater understanding and appreciation of the public school working life, state mandates and contractual limitations, the successes and failures of systemic urban reform, and the challenges of professional education for teachers and leaders. I possess a greater repertoire of strategies and a wider range of practices and protocols for adult learning. I have instituted action-research projects, participated in critical friends groups, conducted learning walks and learned the discipline of lesson study and content-based coaching. I am an example of the Deweyian concept of one educated

through vocation. Inside the crucible of urban school reform, with the raw material of idealism mined at Eagle Rock School, my learning journey has been tempered by many years of addressing the issues of change, adult learning and school organization.

In speaking about his new role Michael shared, "I am committed to the vision of the Professional Development Center playing a role in the national conversation on high school reform. I am following in the footsteps of someone with whom I worked with for four years and who I have the greatest personal and professional admiration. I hope to continue Lois Easton's critical work and bring additional value to the work of the Center as I bring my unique background to bear on this important mission."

Robert Burkhardt, Head of School, stated, "Michael is one of the very finest teachers ever to come through Eagle Rock. Given the caliber of Instructional Specialists at ERS during the past twelve years, that's saying a lot. He is an energetic, enthusiastic learner, and autodidact who never tires of finding new ways to look at and understand the world. He lived and breathed every aspect of Eagle Rock when he was here: community living, intramurals, dramatics, service, wilderness, student issues, house life, activities, policy questions, and more. He did all this with joy and passion. As a founding staff member of Eagle Rock School, Michael deeply understands and has lived the foundation values of this school. Indeed, he helped to create $8+5=10$."

We anxiously await his return home.

...*Student Orientation - Cont. from Page 3*

that they must stay within for 3 days. They have their own tarp, small amount of food, warm clothes, sleeping bag and ground pad, water and their journal. Solo is a powerful time for students to reflect on their past, how they are doing on the course, and what they intend to do for the rest of the course, back at ERS, and the rest of their lives.

After solo, students hike to the service site. Service is done in cooperation with the government land management agency where we are conducting the course. Projects include clearing trails, building bridges, planting trees, etc. Our intent with service is first to allow students to give back to the land that has taught them so much, and secondly to give students a hands on understanding of one of the fundamental values of ERS - service to others. Again, reflection is a key to this learning experience.

The field aspect of the course wraps up with 2-4 days of final expedition. The final is a time when instructors follow students yet have minimal interaction throughout the day. Final expedition is something that is earned by the students. The amount of interaction with students depends upon their performance during the course and their ability to travel responsibly. Regardless of the level of independence, the instructors are always within earshot and continue to monitor the group for safety. When students

finish the final expedition, they typically participate in an improvised sauna to cleanse the body after a month without showers. Finally the field component ends with wrap up activities designed to maximize the impact of the trip and help keep momentum for the next phase of their ERS career.

The last section of the course is the marathon. Students run the final 6 miles into Eagle Rock. The run symbolizes the students giving all that they have for one final physical challenge and being welcomed back into the community. The run ends at Eagle Rock with lots of fanfare and cheering from staff, students, families and sponsors.

Once back on campus, students debrief their experience with instructors who will be working with them for the remainder of the trimester, help clean gear, and prepare for their wilderness presentation of learning (WPOL). Each student gives a 5-minute presentation to the entire community on the Saturday following their arrival back to campus.

After the wilderness presentation of learning, students write a wilderness reflection paper, and meet once a week with an adult mentor. The paper and the mentor meetings are designed to assist the student in continuing to work on personal growth issues from the wilderness course.

To learn more about *Specialist Schools and Academics Trust*, the organization that publishes *Snapshots*, visit: www.schoolsnetwork.org.uk

STUDENTS & STAFF PRESENT AT CES FALL FORUM

*by Curtis Wade III, Public Allies Fellow
in the Professional Development Center*

Students Vanessa Harvey and Sia Yang joined staff members Margrette Castro, Dan Condon and Curtis Wade in representing Eagle Rock at this November's Coalition of Essential Schools (CES) 19th Annual "Fall Forum" in Boston, Massachusetts. This year's Forum played off Boston's Revolutionary roots by exploring the theme *Reclaiming the Freedom to Learn*. The conference attracted over two thousand educators, parents, students, and critical voices in education for three days of sharing ideas, asking questions, and exploring the nuances of effective small school designs and practices.

The Coalition is a high school reform network founded twenty-one years ago by Dr. Ted Sizer. CES is committed to creating schools where students are affirmed, engaged, and contributing to the design of their own educational practices. With hundreds of affiliate schools spread out over thirty-eight states and four countries, CES continues to lead education reform through national research in the areas of school design, leadership, classroom practices and culture, and community connections.

The Eagle Rock team presented two confer-

ence workshops. The first was titled "Small's Not All: What to Do Once You're a Small School." Dan, the Interim Director of Professional Development, led the facilitation as the team fielded questions from the staff of newly forming small schools.

The advantage of smaller schools is unquestioned but maximizing this potential requires more than simply reducing the size of student populations. Dan and the other Eagle Rockers spoke about specific structures in place at Eagle Rock school that consciously contribute to areas such as school culture, governance, curriculum and assessment.

The second workshop, "Supporting and Mentoring New Teachers" addressed educators interested in effective teacher training programs. Many new teachers find the first year overwhelming, isolated, and exhausted. As Director of the Public Allies Fellowship Program, Margrette detailed ways in which the structures surrounding Eagle Rock's Teaching Fellowships help combat these experiences. Some of these structures include one-to-one mentoring within the content area, student men-



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THE BENEFIT OF A LITTLE MUSIC: EAGLE ROCK STUDENTS HOLD KATRINA BENEFIT CONCERT AT YMCA

by **Valerie Pehrson,**

Estes Park Trail-Gazette

(Portions of this story reprinted
with permission from Trail-Gazette
Managing Editor John Cordsen.)

Sevi D. Foreman is set to graduate Eagle Rock School at their next trimester, and in keeping with their school philosophy, and his own sense of service to the community, has organized a benefit ... for victims of Hurricane Katrina that will also help graduates of his school.

"I had this idea before I got back this trimester, and my friends and I kind of put it together. I really started working on it seriously about three months ago, and this last week and a half or so we've really tied up the loose ends," he said before heading off to class on Monday afternoon. "I was watching the Katrina coverage, and I couldn't believe that it was happening in our country. I thought that it was a wake up call, and I couldn't believe it wasn't being dealt with, so I just wanted to do something. I love playing music, and I want to play in front of people, so I thought I could play and do something for the Katrina victims."

The proceeds of the benefit will be split between the Eagle Rock Graduate Fund, which helps alumni of the school continue their education, and an as-of-yet undecided Katrina relief charity. "It will probably be the Red Cross," said Foreman, "But I'm really looking for a charity that will match the funds we raise so that more money will go towards these causes."

At first glance, there might not seem to be many similarities between Eagle Rock students and people who have suffered through what Hurricanes Katrina and Rita have wrought. But there are similarities. They are both groups of people who have been "written off." Both of them are proud and resilient, and many, despite incredible odds, will achieve remarkable things with their lives.

"I was born in Colombia, and was adopted and I grew up in L.A., and now I live in upstate NY," said Foreman. "After I graduate, I want to study at Berklee College of Music (in Boston, Mass.), and then after that, I want to be a professional musician." The challenge of finding time to organize this event in his last stretch



before graduation has been difficult, but he has stuck to it, and hopes that the rewards of the hard work will pay off.

"The time constraints of this event have been the most difficult thing," said Foreman. "Just trying to balance all the stuff I'm doing academically – as well as the stuff I'm doing with the concert – has been really hard, but it's been worth it. I'm really excited about it, I can't wait."

New Orleans is famous for its dynamic music scene, so this is a fitting tribute.

Foreman has a passion for music, and has been playing guitar for five years, but it's not the only instrument he knows his way around.

"I've been playing piano, drums and bass for about three and a half

years," he said. "I'm sure that I'll do other concerts like this if I get the chance, but music is what I want to do with my life."

His band is called Sevi D. and the Maybe Maybes, and they adopted that name because of the music that they play.

"It's anywhere from improv jam, jazz and blues, to rock to folk to hip hop," he explained. "And there are going to be other students selling things in the lobby, when people get there. There will be some artwork and stuff for sale there too. It's the same people who do the Art Sale, and they're just going to continue at the benefit show. There will be Katrina bracelets for sale too."

There will be a few other musical acts from Eagle Rock participating in the concert fundraiser, and so the Eagle Rock community will be pulling together to help their own students, as well as people who may suffer this winter because of nationwide donor fatigue.

If (you were) unable to attend, but are still interested in donating to the Eagle Rock Graduate Fund, contact Dick Herb at Eagle Rock 970-586-0600, extension 1020. To donate to the Red Cross directly, visit www.redcross.org.

"I had this idea before I got back this trimester, and my friends and I kind of put it together."

Eagle Rock School
& Professional
Development Center
mourns the passing
and celebrates the life
of Eagle Rock School
graduate Paul Jorge
Ferreira Tolbert
(ER 21).
5/6/82 – 9/11/05

HIGHER EDUCATION FUND: PROVIDING OPPORTUNITIES

by Dick Herb, Director of Operations

We feel like guardian angels. Imagine how good it feels to pay down \$8500 of Elena Steven's (12/96 graduate) student loans. Or paying for Rey Benally's (12/00 graduate) computer at the University of Denver, or providing Elizabeth Hennigan with tuition assistance as a first year law student at American University (12/99 graduate). Imagine how good it feels to see the Eagle Rock graduates who have turned their lives around from walking a path toward dropping out of high school to becoming a college graduate! Not to mention the four Eagle Rock graduates now pursuing or who have completed graduate degrees. Not to mention the grin and thumbs up Robert flashes me every time I lay one of these checks on his desk to be signed and sent off.

The Eagle Rock Graduate Higher Education Fund is really two endowments –one holds \$600,000 invested in mutual funds. The other is the “Living Endowment” that is really the sum of gifts and earnings from Graduate Work Days, Duckie Race tickets sales, Performance gate receipts, firewood sales, and hundreds of contributions of all sizes, eScrip and more. The Living Endowment, you – collectively provides just about enough each year to fund all awards.

	<u>FY 2005</u> (9/04–8/05) (actual)	<u>FY 2006</u> (9/05-8/06) (projected)
Awards	\$65K	\$78K
Gifts and earned income	\$66K	\$69K
Dividends, Interest & Capital Gains	\$20K	\$19K
Change in Net Asset Value	\$103K	\$72K

Dividends, Interest, Capital Gains, plus Change in Net Asset Value (hopefully a positive change) back up the Living Endowment in funding awards. So far, so good. In the eight-year history of the Graduate Fund, neither principal nor gains in net Asset Value have ever been invaded to meet the funding requests of our graduates.

Every few years, it becomes possible to increase the level of awards – which currently totals \$8500 per graduate. Current projections call for a possible increase in awards in 2007.

The Eagle Rock Graduate Higher Education Fund funds awards to Eagle Rock graduates who are pursuing their next step in higher education. Current award levels are:

- \$1500 College or University Freshman year or, Trade School, Occupational training, etc.
- \$1000 each for the Sophomore and Junior years
- \$2000 for the senior year (defined as the year graduating)
- \$1000 each for three years of graduate school

Checks are made out to the institution and to the student (requiring co-endorsement) and are mailed to the institution. Awards can also be used to pay down Government Guaranteed

Educational Loans and with receipts and proof of enrollment, computer purchases.

To donate send a check to: Eagle Rock Graduate Fund, Post Office Box 1770, Estes Park, CO 80517. Gifts are tax-deductible and donors receive a letter that can be used for tax purposes.



YOUR DONATIONS: CHANGING LIVES

Graduate Reynaldo Benally recently sent this letter of thanks regarding our Graduate Higher Education Fund

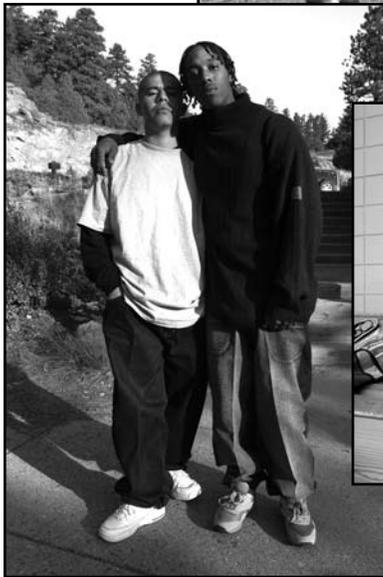
I am a graduate of Eagle Rock School and very proud of that fact. Your unfailing support and encouragement have led me to the University of Denver, where I am continuing my studies with a major in English Creative Writing. A great achievement considering the circumstances I was in prior to Eagle Rock. I am very proud that I am Dine, a first generation high school graduate, and a first generation college student. Eagle Rock has been, and continues to have an important role in my academic career.

My appreciation goes to those who know me and those who are new to the continued legacy of Eagle Rock School and Professional Development Center. I look forward to visiting in the near future.

To donate send a check to: Eagle Rock Graduate Fund, Post Office Box 1770, Estes Park, CO 80517. Gifts are tax-deductible and donors receive a letter that can be used for tax purposes.



A Day In The Life
On September 27th & 28th, Clive Grainger, Producer & Director for the Harvard-Smithsonian Center for Astrophysics spent two days photographing the school. Here are a few of our favorite shots. Other photos may be found at www.ceschangelab.org and in a future CES Essential Visions DVD.



YOU MAY CHOOSE TO LEAVE EAGLE ROCK, BUT EAGLE ROCK WILL NEVER LEAVE YOU

Eli Spanier, former Eagle Rock School intern, recently sent this letter to the community.

You may choose to leave Eagle Rock, but Eagle Rock will never leave YOU. One of the most significant aspects to Eagle Rock, is the fact that every trimester YOU are given so many opportunities to look at yourself and decide what kind of person you want to be. You get to choose what classes you participate in. You get to choose what your level of participation will be. You get to choose what you share with fellow Eagle Rockers and members of the larger community during Presentations of Learning (POLs). Reflection, conscious thinking, community, democracy, serving others, active participation in your own learning, feedback, nature, exercise, awesome food, living at altitude and an amazing view to wake up to -- EVERY DAY is what your life is like, RIGHT NOW. That is something to be thankful for, so please, don't miss it.

You may choose to leave Eagle Rock, but Eagle Rock will never leave YOU. I spent two trimesters (ER 22 and 23) at Eagle Rock as the Service Learning Intern, yes--back when we were still called "INTERNS." I was given so many opportunities to learn more about myself and at the age of 29, I was cognizant enough to take advantage of many of those opportunities. Not all, but many. I worked my butt off while I was at Eagle Rock and was recognized with an Excellence Award--something that I am still very proud of. I competed on the Field of Dreams and in the HPC as a member of Aspen House every opportunity that I got. I played soccer with ERS students and staff in Estes Park, on cold fall evenings. I got up early in the morning, ate a hearty breakfast and then set up for Service Learning specials. I discovered that the relationship that I was in was not healthy for me--this woman was not the person I was meant to marry and that was a STARTLING discovery. I learned that I should not bet against Robert when it comes to the Superbowl - that Ravens defense was too much for

my New York Football Giants to overcome. I discovered that Philbert has one of the biggest hearts that I have ever had the honor of encountering. I discovered that the students of Eagle Rock have power, heart, intelligence, talent, street smarts, book smarts and so much to give the world. I looked forward to KP and organized KP for the Interns to give a random break to the assigned team a few times each trimester. I shared a room with Jacques in Willow house. I stayed up late at night and worked hard with Dave Hoskins to make sure that we thought of all angles for Eagle Rock's participation in the 2001 Service Learning Conference in Denver.

You may choose to leave Eagle Rock, but Eagle Rock will never leave YOU. It is hard for me to believe that it has been 4 1/2 years since I left Eagle Rock. Sure, I went back for a few graduations, and other events after I left. I ran into Aspen House at a restaurant in Boulder, where I now live. I thought that surely I would return every trimester for POLs, or at the very least for graduation. I thought that I would get up early and visit to play Intramurals on a random Wednesday. I thought that I would visit for brunch on Sundays. I did some, but not many of these things and that is OK, because **I chose to leave Eagle Rock, but Eagle Rock never left me.**

I do feel that I took advantage of many opportunities to learn, to serve, to offer assistance to those that might benefit from my help. I smiled, I cried, I struggled, I succeeded, I failed, I fell and I got back up with some help from myself... and with some help from others. **Each of you chose to be at Eagle Rock.** Each of you chose to stay and continue a journey to becoming a different person. Eagle Rock will help you with that goal, so take advantage of it. Life will take you to places that may seem improbable now. Know that you have a lot to look forward to in your life.

I am now happily married to a wonderful woman named Kate. We just celebrated our first anniversary with a balloon ride a few weeks ago. We have two dogs and a 750 square foot condo with a lot of love and security inside. My life is very good and I am thankful for it.

I miss Eagle Rock. Fortunately, Eagle Rock is very much a part of who I am today. **Know this... You may choose to leave Eagle Rock, but Eagle Rock will never leave YOU.**

...Fall Forum - Cont. from Page 5

tors, weekly training sessions for Fellows, and regular staff and student feedback. The other team members shared anecdotes about their own participation in Fellow training and support.

Eagle Rock School continues its involvement with CES's Small Schools Project, most notably through their mentorship of Skyview Academy. This fall Skyview Academy began their first semester as a small school. After the Forum was over, Eagle Rock representatives met with other mentor and mentee schools in the Small Schools Project for a focused discussion on the expansion of these school-to-school partnerships.

In addition to participating in the conference workshops, Sia and Vanessa facilitated student-only pre-

sentations, speaking to other students about increasing student voice and establishing effective communication with staff through strong student governments. Their presentation was based in part upon a survey of Eagle Rock student perspective on the impact of student voices.

Where Vanessa has been attending conferences for several trimesters, this conference represents Sia's first. Sia handled her roles marvelously and will be a strong addition to the core of student speakers and presenters. She reflects, "I enjoyed working with other schools in the workshops. A lot of schools share some of our practices but I feel like there's only one Eagle Rock. It's nice to be part of a school that's special."

To learn more about CES visit www.essentialschools.org.

EAGLE ROCK WELCOMES TWELVE NEW PUBLIC ALLIES TEACHING FELLOWS

*by Margrette Castro,
Director of the Public
Allies Fellowship Program*

Eagle Rock School eagerly welcomed 12 new Fellows in August 2005. At a summer barbeque, staff and their families came to greet ER 37 Fellows on their first day at Eagle Rock, sharing stories and getting to know them. This year's group of Fellows was selected from over 120 applicants. They come from across the country, have work, study, and living experiences from 5 continents, have service experiences with AmeriCorps and the Bonner Foundation, and bring a passion and dedication to education and youth development.

Adriana Barboza, World Languages Fellow, was born in Jalisco, Mexico and grew up in the south side of Chicago, Illinois. She attended the University of Wisconsin-Madison where she graduated with degrees in Legal Studies, Women Studies and Chicano Studies. Before coming to Eagle Rock, Adriana had a position as a political campaign trainer while also working for the National Association of Latino Elected and Appointed Officials in the office of congressman Luis Gutierrez in Washington D.C.

Alan Barstow, Language Arts and Literature Fellow, grew up in Maryland surrounded by books and writing. He

graduated from Lynchburg College with an English degree, emphasis in Creative Writing. As a Peace Corps Volunteer for 2 years, he lived with a host-family on their traditional homestead and taught ESL to grades 8-10 at a rural school. He advised the school's HIV Awareness Club, coached soccer, and learned to communicate in Oshindonga.

Sarah Dribin, Learning Resource Fellow, is a Chicago native and graduated from the University of Iowa with a BA in English and a focus in secondary education.

She is also a graduate of Public Allies Chicago, class of 2004. While at PA Chicago, Sarah worked for the Multicultural Youth Project, a program that served Chicago's north side immigrant and refugee youth populations.

John Gillum, Human Performance Fellow, was born and raised in Indiana, and is a graduate of College of Charleston in South Carolina, where he received his BS in Physical Education. John has work experience as a Personal Trainer and a Mountain Bike Race Co-Director. He has worked in experiential education for Charleston County Parks and Recreation where he worked high and low ropes courses, and was the Assistant Director for a teen Adventure Camp.

Sarah Gnizak, Service Learning Fellow, is a recent graduate from Berea College. During her four years there, she worked as a Bonner Scholar on campus and developed her own major emphasized on experiential education. During her time in school, she worked in Berea's service-learning department, programming for the

local Boys and Girls Club and teaching college freshmen service principles.

Jenna Kay, Science Fellow, grew up in Narberth, Pennsylvania and graduated from Wesleyan University with a degree in Earth and Environmental Sciences. In college, she did field- and lab-based research on heavy metal cycling in Saint Lucia and volcanism in Death Valley. Jenna also lived abroad in New Zealand for 5 months where she studied geology and learned more about the Māori culture.

Megan McLean, Health, Wellness, and Counseling Fellow, grew up in Denver and in and around Chicago. She graduated from the University of Illinois at Urbana-Champaign with a BS in Psychology. While in school, Megan was a counselor at a residential treatment facility for youth. After graduating, Megan joined AmeriCorps National Civilian Community Corps where she was a part of a team doing service work in many communities in the Southeastern United States.

HaeJohn Medley, Visual Arts Fellow, was born in Las Vegas, NV and grew up there and in Clovis, NM and Taegu, South Korea. He graduated from Hastings College in Hastings, Nebraska with a degree in Art Education and a minor in Psychology. His main focus at Hastings College was ceramics and mixed medium art. After graduation, HaeJohn did his student teaching at Eagle Rock.

Jill Patterson, Mathematics Fellow, was born in Wilmington, Delaware, and is a graduate of Bard College where she earned a BA in Mathematics. Before coming to Eagle Rock School, Jill completed an apprenticeship at The High Mountain Institute where she taught high-school level math and led backcountry trips.

Jamie Radenbaugh, Outdoor Education Fellow, grew up in Humboldt County, California. Jamie is a graduate



NEW INDIVIDUALIZED LEARNING PLAN UNVEILED

by Jeff Liddle, Director of Curriculum

Not all high schools are created equal, nor do they function in the same ways. Many public high schools give academic credit according to what is known as a Carnegie unit. Carnegie units are typically measured in hours. Essentially a unit is the amount of time a student spends in a class studying a particular subject. When a student earns average passing grades he/she receives credit in that class. The credit then counts toward his/her graduation requirements.

At Eagle Rock, we don't grant credit based on seat time or average work. Rather, students must demonstrate proficient understanding of concepts, knowledge, and skills through portfolios, presentations, compositions, performances, and projects in order to earn credit. The Individualized Learning Plan (ILP) is the document on which we record a student's progress toward graduation. The document is individualized in the sense that students may take different paths (e.g., classes, independent studies, internships) to earn the same credit.

Periodically we review the ILP with an eye toward assessing whether it best represents our values as a school and serves our students well. For a couple years now we've been talking about re-tooling the ILP. The current version was implemented in the fall of 2000. Beginning in January of 2005 we got serious about this work, and after many meetings and input from the community we're happy to announce the completion of the latest version of the Eagle Rock School Individualized Learning Plan.

When revising the ILP we referenced state and national standards in the content areas (i.e., math, science, music, literature, history, English, world languages, visual & performing arts, physical education, etc.) and considered what **we** thought an ERS graduate should be proficient at, and the amount of time a student finds him or herself at ERS. We continue to believe it takes at least 6 trimesters for a student to reap the personal growth benefits of enrollment at ERS. What we found though was for students who had been here for a long time (4-5 years) there seemed to be a point of diminishing return. As a result of our comprehensive review, we have streamlined the ILP and as a by-product anticipate students moving through the ERS experience a little more quickly. While the ILP has been

streamlined, we still believe that no two students will move through the school at the same pace, nor will we prescribe an official time limit on how long it takes for a student to reap the full benefit of the ERS experience. For some it may be as little as 2 years. For others it will be longer.

One question that has come up is whether the new ILP will affect a graduate's chances of getting into college. Fundamentally our school is designed to help students get back on track, love learning, and develop life long skills that help them succeed. Therefore, our "signature" or distinguishing characteristic is our focus on personal growth within the context of a healthy and intentional community. While we believe that a college education is often desirable to our graduates, we do not consider Eagle Rock to be a college prep school. We stand by our mission that an Eagle Rock student will have the desire and be prepared to make a difference in the world. For some, college will be that avenue. For others, service, the trades, music, art, and other "non-traditional" passions will fuel the way they make their mark. Our new ILP reflects our core value of preparation for life and contribution to the world. In the end, we don't believe there will be a significant difference in college preparation between the new ILP and the current one.

Obviously with the changes in the ILP the question arises; when does it take effect and for whom? The new version will take effect in the fall of 2005 during ER 37. As far as transition goes, a committee has been formed and is looking at how veteran students will move from the 2000 ILP to the new 2005 version. New students will begin with the new ILP in September.

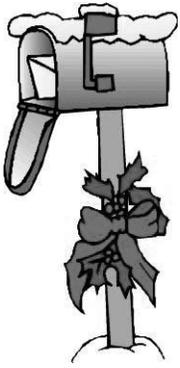
Finally, following the implementation of the new ILP, we plan to revise our curriculum guide and undertake a thorough review of our instructional practices. Over the next year we anticipate improvements in instruction and assessment and in meeting the diverse learning needs of all our students. The coming year will bring new insights and more intentionality within our instructional program as we focus our professional development efforts on our classroom practices. Stay tuned. It is shaping up to be an exciting year!

To view the Individualized Learning Plan visit www.changelab.org.

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“Our
faculty
and
students
wish you
all the best
in the
New Year”

... Fellows - Cont. from Page 10

of the University of California, Santa Cruz, where she studied Community Studies and Journalism. Recently, Jamie has worked in the field leading adjudicated teens on the Appalachian Trail and teaching adapted ski lessons to disabled youth in Crested Butte, Colorado.

Danny Silva-Alvarez, Social Studies Fellow, was born and raised on the west side of Chicago in the community of Little Village. He is a graduate of the University of Miami in Coral Gables Florida, where he became involved in Queer Issues and fighting for social justice. As an alumnus of Public Allies Chicago, he worked at About Face Theatre, coordinating their youth programs.

Curtis Wade III, Professional

Development Center Fellow, grew up in Central Texas and is a graduate of the Massachusetts Institute of Technology (B.S. Writing) and Colorado State University (M.A. English). He also served a term of AmeriCorps with the Boulder County “I Have a Dream” Foundation, where he organized after-school support and enrichment programs for forty-five 1st-11th grade low-income youth.

As Fellows continue to learn, grow, teach, and share their experiences, outreach for next year is underway. Outreach is focused towards education schools and diverse universities. **The application deadline for the upcoming year is Friday, February 24, 2006.** Twelve Fellows will be hired for any of the following positions: Health, Wellness and Counseling; Human Performance

Center; Language Arts & Literature; Mathematics; Music; Professional Development Center; Science; Service Learning; Societies & Cultures; Visual Arts; Outdoor Education; and World Languages. In addition to Public Allies efforts in recruitment, Eagle Rock School continually participates in outreach to various schools, affiliations, and through word of mouth. Through these many efforts, we hope to again select an excellent and diverse group of Fellows who will bring a range of experiences to Eagle Rock and who will be dedicated and motivated to further the education reform movement that Eagle Rock so strongly believes in.

For further information including application materials visit www.publicallies.org/eaglerock.