Winter 2001

Bread Loaf Teacher Network Magazine

Teachers on Standards

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In This Issue

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Table of Contents

From the Director

James Maddox, Director
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Attentive readers of our magazine will have noticed that its title has changed with this issue, from *Bread Loaf Rural Teacher Network Magazine* to *Bread Loaf Teacher Network Magazine*. There is nothing sinister about the dropping of "rural" from our title: the Bread Loaf Rural Teacher Network (BLRTN) continues to exist, and Bread Loaf maintains its firm, decades-old commitment to rural teachers, students, and schools. A little history will help to explain why we have made this change.

The BLRTN was inaugurated in 1993, with funding from the first of two very generous grants from the DeWitt Wallace-Reader's Digest Fund; this money was later supplemented by another generous grant from the Annenberg Rural Challenge. The BLRTN grew and flourished so spectacularly well that we at Bread Loaf incorporated its most successful features into additional grant proposals, such as those we have made successfully to state departments of education in Alaska, Kentucky, Ohio, and South Carolina. In these later grants, however, teachers who have been recruited are urban and suburban as well as rural. Rather than continue using a title that excluded some of our newly recruited teachers, we have made the umbrella of the title wider, and we are now happy to include in this network teachers from, for example, Columbus, OH, and Louisville, KY, as well as from Shishmaref, AK, and Tsaile, AZ.

I am delighted to announce that Bread Loaf faculty member Emily Bartels of Rutgers University has agreed to serve as Associate Director of the Bread Loaf School of English; Emily has worked with BLTN teachers in the past, as a consultant to a Schools for the New Millennium grant at Laguna (NM) Middle School and as a participant in our annual BLTN conference in Jekyll Island, GA, in 1999. As Emily joins the Bread Loaf administration, I am staying on as director but am also taking on new duties as Dean of Graduate and Special Programs at Middlebury College, where I oversee the School of English, the Bread Loaf Writers' Conference, and the Middlebury Language Schools.

In addition to other grants that have been announced in these pages in the past, we have recently received from the Educational Foundation of America a two-year grant for ten teachers of Native students in Alaska, Arizona, and New Mexico. The Plan for Social Excellence is funding six teachers from Lawrence, MA, to attend Bread Loaf in 2001. The Greenville County (SC) School District will fund five teachers to attend Bread Loaf in 2001 and will increase that number in subsequent years. In 2000, Middlebury College itself gave eight full fellowships for urban teachers to attend Bread Loaf/New Mexico and will continue to fund those teachers in 2001. Bread Loaf is also a participant in a U.S. Department of Education grant secured by the University of Alaska Southeast to encourage Native Alaskan students to enter the teaching profession. Five mentors of these teachers will be funded to attend Bread Loaf/Alaska in 2001.

One final piece of news. Bread Loaf/New Mexico will be in a new site beginning in the summer of 2001: at the Institute of American Indian Arts, in Santa Fe. We look forward to taking up residence there.

The Challenge of Standards: Supporting Content Standards While Honoring Local Contexts for Learning

Dixie Goswami, Coordinator
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Standards, accountability, and high stakes tests. When we talk about teaching and learning, those words seem always to be part of the conversation. But something is missing from national and local debates around these issues: the narratives of teachers who are struggling to teach for understanding in the age of accountability. Make no mistake, implementing standards, preparing themselves and students to do well on tests, and being held accountable to the public, parents, and the system are essentially the responsibility of teachers. The teachers' narratives in this issue of *Bread Loaf Teacher Network Magazine* represent a body of writing that is essential to understand practice in the context of standards.

I recommend reading this issue of the magazine several times. Read first for the pleasure that comes from the compelling, original stories about teaching that bring students and their voices alive. For example, Hugh Dyment writes about Alex and other former students who he believes will be well served by Alaska's high stakes test. He writes, "I welcome reasonable testing procedures that help define standards of student achievement on which Alaska teachers can agree." Lorrie Jackson writes about students in her special education class—Ed, Dell, and Marcia—and how she and her teaching partner Cynthia Rucker devised standards for their BreadNet exchange and in the process raised tough questions that are relevant to all teachers in classrooms where students' abilities vary widely. Tom McKenna writes about Karina, what he learned from her about standards and about his own teaching, and about our need to develop a common language of standards that values the kind of growth he observed in Karina. Jason Leclaire writes about Ellen, who writes well but who has not yet passed the required writing proficiency test. There's more.

Then read again to discover how Bread Loaf teachers in very different places are making a distinction between standards and standardization. Insights like the ones provided by Maria Offer, who listened to and acted on advice from parents about what students should read and why, are important contributions to the standards debate. Mary Lindenmeyer tells how she and her students critiqued their BreadNet literary exchange with the writing and technology portions of the Arizona standards in mind—and how they met the challenge of the test while engaged in "new ways of textbook learning," to quote one of Mary's students. Mary and others contributing to this issue appreciate the guidance that standards offer, but admit that it takes a bold teacher to act on the belief that students who are engaged in nontraditional teaching and learning will nevertheless do well, as they must, on high stakes tests.

And read this issue as a tribute to the BLTN, a professional community created and sustained by thoughtful, activist teachers and their students, who well understand that teaching and learning are political acts, just as implementing standards and high stakes tests are political acts. The teachers who contributed to this issue are connected to their colleagues across the country, electronically on BreadNet, the electronic network of the Bread Loaf School of English, and by the shared inquiries and intellectual work they do during their summers of study at Bread Loaf. In my view, their stories published here and elsewhere are essential documents for educators and policy-makers as they struggle to support content standards while honoring local knowledge and situations and the needs of individual children and young people.

This issue was inspired and informed by Alaska teachers who met for a writing retreat in Anchorage in 2000. Annie Calkins and Scott Christian edited the chapters these teachers wrote for a book entitled *Standard Implications: Alaskans Reflect on a Movement to Change Teaching* (Juneau: University of Alaska Southeast, 2000), which will be distributed to teachers across Alaska and beyond.

A Call to Action: Standards in Alaska

Scott Christian
University of Alaska Southeast
Juneau AK

As a parent of two children in Alaskan schools, as a former classroom teacher in two Alaskan school districts for twelve years, and currently as the Director of the Professional Education Center at the University of Alaska Southeast, where I assist teachers in pursuing professional development, I would like to make a call for action to all the stakeholders involved in Alaskan education. Since our state is not unique in its movement toward implementation of standards and high stakes tests, I think this call may apply to many states where the standards movement is manifesting itself in ways that are both positive and negative for students, teachers, and society.

I think it's important to begin by considering why high stakes testing initiatives have been launched. The sad reality in both rural and urban schools in Alaska is that many students graduate without the skills to succeed in society. The grading of student work is not linked directly to student performance: A's, B's, and C's are awarded based largely on the percentage of points earned during a course, not according to an articulated standard on which teachers in the discipline agree. Opportunities are rare for students to apply their skills and knowledge in complex, real-world situations on which they will be evaluated by clear and rigorous criteria. The result is that students can earn high grades without synthesizing and applying their learning and slide through the system with minimal effort. As educators, we cannot continue to deny that our system is failing our students and that fundamental change is needed.

Certainly, there are many excellent, highly skilled teachers, who regularly challenge students in relevant, academically rigorous settings. There are outstanding schools and teachers across the state, and many students leave our system prepared for the future. But there are also many who move on without even a basic knowledge of their potential to be productive members of society. There is much rhetoric about "teaching all students." But, realistically, in large-scale systems, how do we get there without some kind of accountability? Although I have serious reservations about the implementation of high stakes testing nationwide and the nature and misuses of these often narrow minimum-competency tests, no one can argue that the movement toward standards and accountability hasn't forced us to look closely at our schools.

What's good about the standards movement in Alaska? First of all, the Alaska Content Standards were written by the stakeholders, groups of teachers, parents, community members and business leaders, and they describe what students should know and be able to do at several stages of their education. In addition to the content standards, frameworks documents were created for each content area to guide curriculum committees in developing local curricula based on these standards. Unfortunately, despite this important first step, the standards movement in Alaska lost momentum, largely because of a lack of financial support. Regardless of the rhetoric from the legislature, it is impossible to effect meaningful change in a system as complex and diverse as Alaska's school system without the resources to bring people together to process the ideas and to make plans for implementation. In the years 1997-1999 groups of educators met to create performance standards in reading, writing, and mathematics. These standards describe what students should be able to do and how well they should be able to do it. In short, performance standards describe the specific performances which indicate proficiency, at the benchmark levels (i.e. ages eight to ten, eleven to fourteen, and fifteen to eighteen). If we think of these performance standards as a way for students, parents, and teachers to share a common language, and to focus on high, clear expectations for learning, the result should be higher achievement.

Scott Christian and Doug Wood at Bread Loaf in Vermont

There are two prevailing views of standards. There are those who view standards as convergent, as a means to make sure that every teacher is teaching the same thing at the same time. Such a belief is actually a belief in standardization in education,

which independent and creative Alaskan educators rightly ought to oppose. Those who take a divergent view of standards, as I do, believe standards actually increase the amount of instructional freedom for teachers, schools, and districts. Once a clear vision exists for what students should know and be able to do, there are infinite pathways, based on local resources and cultural perspectives, for teachers and students to get there.

A careful process of adopting the standards can lead to meaningful school reform. Such was the case at Glacier Valley Elementary in Juneau, where teachers, parents, administrators, and community members met regularly for two years to look closely at students' work, to create curriculum, and to plan and analyze meaningful assessments. The structure of the school changed positively and dramatically as a result. However, the adoption of standards can also lead to the kind of high stakes test that is now being implemented in Alaska, and many other states. Under fire from legislators and score-conscious administrators, some teachers are scrambling to teach to the test in order to survive. But Alaskans can learn from reform efforts that have been taking place around the country.

Lesson number one: exit exams have no impact on student achievement. Because of legal battles which inevitably occur as soon as students fail an exit exam, these tests often become meaningless minimum-competency tests that have no impact on learning and achievement. Teaching to these tests crowds out the creative elements in the curriculum. I think it would be wise to implement standards-based instruction and assessment first, to provide quality, sustained professional development to teachers across the state, *then* consider a high stakes assessment. As Rick Cross, our Commissioner of Education and Early Development, recently asked at our literacy conference, "Do we know what it means to teach all students?" In the first year of testing, less than a third of our students passed the three tests in reading, writing, and mathematics. Mr. Cross's point was that we need to allow our systems the time to restructure so that we can truly address the needs of all learners. This has not been the practice of schools in Alaska. We have not had the resources, the community support, or the understanding necessary to reach all students.

There are those who view standards as convergent, as a means to make sure that every teacher is teaching the same thing at the same time. Such a belief is actually a belief in standardization in education, which independent and creative educators should rightly oppose.

Lesson number two: state takeovers of schools have failed miserably, resulting in lawsuits and open hostility between the stakeholders and the government. This is the one area where our legislature is truly misinformed. We all know which schools would receive the hammer blow in such misguided efforts: for the most part, these will be schools attended by students in the lowest socioeconomic brackets across Alaska. Mostly, these will be rural schools.

A recent study analyzing the performance of students in Alaska's rural schools on standardized tests showed that although the students are still well below national and state averages for performance, the composite scores have nearly doubled since the rural schools first opened in the late seventies. How can a system where the test scores have doubled be labeled "in crisis?" When we think about rural schools, we have to remember that these schools are relatively new to the fabric of society in rural Alaska. There haven't been successive generations of parents who have attended these public schools, as you will find in urban areas. The idea that a group of distinguished educators is going to fly out to rural Alaska with wisdom that has eluded the hardworking professionals who have worked and lived in those communities is ludicrous.

Before we pick up the hammer to punish schools and districts for low scores on high stakes tests, let's lay a foundation for success that these schools can build on. The Rural Alaska Secondary Education Study Task Force Report of 1994 states: "The State should enhance funding dedicated to the support of public education. It will be very difficult to improve the quality of rural high school education under the constant threat of declining funding. For rural communities and districts to offer a quality education, the State must insure a more predictable and sustainable level of funding." Six years after the task force report, funding of all Alaska schools, and particularly rural schools, has continued to decline in real dollars.

What kind of foundational structures must be in place in order to ensure the successful adoption of standards in all Alaskan schools?

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A Call to Action . . .

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School and Community Partnerships. In communities where education is a priority, students achieve more. It's that simple. Schools and communities need to enter into a dialogue about standards and the expectations they have of students. Schools need to interact with communities in ways other than by requesting money. That our schools desperately need reform is partly due to basic mistrust and lack of communication among the stakeholders of public education.

Improved Teaching Force. Alaska can attract and retain the best teachers in the country through higher salaries. When I began teaching in Alaska in 1985, our salaries were ranked the highest in the nation. Now, we're ranked twenty-sixth. Last fall, for the first time in recent memory, there weren't enough qualified applicants to fill the teaching openings in Alaska. The situation will worsen, especially in rural districts that have been plagued by high turnover rates, as the number of school-age children continues to increase. Unless the legislature addresses this need with additional funding, the teaching force will continue to decline. Moreover, if we're going to ask for higher salaries, we need to engage in a discussion about how we can work together to improve the teaching force; until teachers acknowledge the problem of incompetence in the system and become a part of the effort to address the issue, the teaching profession in Alaska will suffer because of it.

High Quality Preservice and Professional Development Programs. Innovative programs, such as the standards-based Master of Arts in Teaching Program at UAS, should be available throughout the state. In order for systemic change to occur in Alaskan schools, teachers need time and support to further their own knowledge, instructional skills, and professional development. Our current system allows for as few as five days of in-service in some systems, and as little as forty-five minutes of planning and collaboration time during the school day for teachers. As funding has been dramatically reduced in real dollars over the last fifteen years for school districts, funds for staff development have become scarce or have disappeared entirely. In addition to rethinking the content of staff development opportunities, we need to reëxamine the delivery models. Earning course credit for passive learning and seat time doesn't count for much. We need to provide opportunities where teachers are asked provocative questions about learning and assessment, where they have time to read, think, discuss, and write about these issues. If the legislature wants world-class schools producing proficient students, we need to provide the teaching force with the skills and resources to make this happen.

Standards for All. In addition to the content standards for students, there are also teacher standards, administrator standards, and school standards in various stages of development. This process needs adequate support so that all elements of our education system will be equally responsible and accountable for student success.

Culturally Responsive Schools. The Rural Systemic Initiative has launched a major effort to incorporate indigenous ways of knowing into curriculum and assessment around the state. If we want students from diverse cultural backgrounds to be successful in schools, we need to look beyond our traditional Western models of instruction, curriculum, and assessment, and to incorporate diverse ways of thinking and learning. The "English Only" movement is counterproductive to the multicultural, multilingual reality of Alaskan schools.

Breaking the Mold. Although there has been substantial change in elementary and middle school classrooms around the state, with increasing numbers of multi-age classrooms, schools within schools, interdisciplinary teaching, charter schools, language immersion programs, we have a long way to go before our system reflects best practices in instruction. I think everything should be on the table: curriculum, scheduling, class size, physical space, instruction, assessment, and so on. All aspects of our K-12 programs need to be reviewed by all stakeholders.

I'd like to make a call to educators to become an active part of the political process. Three years ago when the legislature was considering the exit exam, there was an eerie silence across the state as NEA Alaska endorsed the legislation and it moved towards the governor's desk for his signature. Public school teachers have tremendous work loads and responsibilities and impossible constraints placed on them; unless we enter the conversation with a voice that speaks to standards and assessment and the realities of classrooms and schools, we can't expect the governor and the legislature to make informed, well-reasoned decisions.

Scott Christian coordinates the documentation and evaluation of the Bread Loaf Teacher Network. He formerly taught at the middle school level in rural Alaska for twelve years and has published several articles and chapters centered around literacy and teacher research. His book *Exchanging Lives: Middle School Writers Online* was published by NCTE in 1997. He lives in Juneau Alaska with his wife and two children.

BLTN: Strengthening Best Practices in South Carolina

Diane Crenshaw
Dixie High School
Due West SC

At our state Bread Loaf fall meeting, seven teachers are sitting in a classroom at Waccamaw High School. We are in a focus group on "Collaboration with Other Professional Organizations," and talk has been about our participation in the state conferences of the Council of Teachers of English and the International Reading Association. On the agenda is a note for this focus group: "National Board Certification – where does Bread Loaf fit in?"

It proves to be the most controversial topic in our otherwise harmonious focus group. The discussion covers the aims and process of National Board Certification and raises larger issues of accountability and the complex relationships of professionals in the teaching community.

Among the seven teachers present, one finished her National Board work last year and is waiting to see if she has passed; three teachers are in the process now; one is considering doing it next year; and two are opposed to the entire process and plan not to become candidates.

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In the week since our meeting, I've been going over the issues raised, trying to define them, trying to analyze my decision to become a candidate, and trying to see how, a month into the process, I can make sense of the accountability issue.

Teachers are always called on to do more than be good in the classroom, good with students. This year I'm wearing three accountability hats: I'm on an ADEPT (Assisting, Developing, and Evaluating Professional Teaching) evaluation team for a teacher at another school; I'm a team leader for SACS (Southern Association of Colleges and Schools) of the Goals for Student Learning chapter; and I'm a National Board candidate. All are time-consuming, analytically demanding, and personally stressful. I need to make sense of accountability or I won't be able to make much sense of anything else this year.

When we talk about accountability, anxiety rises. While most teachers are proud of their classroom accomplishments, they're not sold on any of the methods by which those accomplishments are measured.

The two most frequently heard words in South Carolina regarding teacher accountability are "test scores," followed closely by "curriculum standards." Current high stakes exit exams and SAT tests, the implementation of a new and more difficult standardized test for public school students, and the institution of state-mandated standards in all fields place overwhelming pressure on teachers to solve a multitude of educational difficulties. We're being told we will solve the problems; our jobs are on the line.

While we all want to bring up test scores, most of us don't think a checklist approach to the standards will solve all of the problems. And, while test scores are a part of how teachers assess their effectiveness, most of us don't think test scores are the best measure of how well we do our jobs.

So in the midst of discussing curriculum standards and the tests that evaluate how well the standards have been learned, maybe this is a good time to think about other measures of teacher effectiveness and how we can include them in a more realistic teacher accountability package.

The three assessments I'm involved with this year have common threads. The ADEPT evaluation process, National Board Certification, and SACS accreditation indicate areas in which teacher accountability can be explored in a supportive and positive context. When viewed together, they give important insights about teaching standards and the assessment of teaching effectiveness.

Diane Crenshaw

The ADEPT program is the most frequently used teacher evaluation instrument in South Carolina and in many other areas. The process takes an entire school year and looks at the detailed work of a single teacher, with improving student learning as the focus for the study. A teacher is examined in ten "Performance Dimensions," including planning capability, teaching strategies, content taught, assessment practices, classroom envi-

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Strengthening Best Practices

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ronment and classroom management, and even the teacher's activities outside the classroom, both professional and community activities. The ADEPT evaluation process was developed in part by the National Board of Professional Teaching Standards, the organization that developed National Board Certification.

Like ADEPT, the National Board Certification process examines the work of a single teacher, with the goal of improving student learning through improving teaching. National Board Certification (NBC) looks at "The Five Propositions of Accomplished Teaching." They are similar to the Performance Dimensions of the ADEPT process. To earn National Board Certification, teachers demonstrate their knowledge of students, subjects, instructional practices, and classroom management. They must show that they can assess their own teaching and modify it as needed. The final requirement is that teachers demonstrate their involvement in the community, both as professional educators working with colleagues and as collaborators with parents and others in the community in efforts to enhance student performance.

While both ADEPT and NBC look at teacher performance, NBC involves a more comprehensive documentation and reflection process. Certification involves the planning, implementation, documentation, and reflection on several lessons throughout the year, as well as teacher reports and analysis of student profiles, goals, and practices. Information on each of five areas is assembled in a portfolio. In addition to assembling the portfolio, teachers take a written test covering a variety of professional issues.

The SACS accreditation process is the broadest and most comprehensive assessment of the three. While SACS focuses on the work of the entire school rather than a single teacher, much of the investigation, documentation, planning, and implementation of the SACS self-study speak directly to issues of teacher effectiveness.

SACS self-studies involve teams of educators, students, parents, and community members—the stakeholders in local education—in examining all aspects of what an individual school does to provide the best educational opportunities for students. For each area examined by SACS, the focus is always the same: What is the school doing to improve student learning?

After the self-study is completed, a team of evaluators, composed of classroom teachers and administrators, visits the school to determine how the school is improving student learning, both by addressing weaknesses identified during the self-study and by building on strengths. The visiting team interviews the stakeholders and examines documents to determine the school's progress towards its goals.

NBC, ADEPT, and SACS all have as their theme the improvement of student learning, with the monitoring and analysis of instruction as key components. All tie instructional assessment to curriculum standards, and all set out standards by which effective learning can be tied to effective teaching.

These three assessment programs complement each other in defining teaching standards and assessing teaching effectiveness. Their common threads:

- Teachers are assessed on the basis of work with their students. However, the work of students is in no way limited to standardized test scores. Teachers use state curriculum standards and communicate with each other, parents, and the community to determine what they expect from students and to evaluate how well they reach their goals. Students learn better with support from outside the classroom, and teachers are the primary link between school and community.

- All three programs emphasize planning and reflection as essential to the teaching process and to improving student learning.

- Teachers get to know their students as individuals and, consequently, can base their teaching on student interests as well as on student needs.

Diane Crenshaw working with students on writing projects

It's not enough to know a student's test scores. Involving students in their own learning means reaching out to them through all aspects of their lives and responding to them as complete individuals.

- Teachers master both their content areas and instruction, producing effective lessons and effective assessments. They monitor student progress in a variety of ways and are flexible enough to change when what they are doing isn't working as well as desired.

- Teachers are evaluated by other teachers. Regardless of who else participates in the evaluation, every teacher can expect peer evaluation as a part of the process.

- Teachers document their work. Assessment is sometimes not about what teachers do but about what teachers can document. While many teachers believe that their most effective work cannot be documented, a reality of the profession is that teachers can document many of the ways they affect students, and documentation must be provided for any assessment or accountability process to capture a teacher's performance accurately.

- Teachers use the processes to develop their own goals and assess their professional growth in supportive, non-confrontational situations.

In NBC, ADEPT, and SACS accreditation, teachers have lots of room for setting their own goals and enhancing their teaching in ways they determine, and the common goals of the programs are worthy pursuits for professional teachers. So, why the controversy in our focus group?

Those negative about National Board Certification, for example, raise valid and troubling concerns. They see certification as one more burden placed on teachers who are already straining in the traces. Those more cynical see it as a series of hoops to jump through with little direct impact on learning. They are distressed that certification is evaluated by teachers who are not necessarily certified themselves. And they see it as an arbitrary choice of state departments of education to give significant financial rewards to this process and not to others equally challenging, such as completing the Bread Loaf degree program.

Those involved in the certification process, however, are very favorable. Judy Ellsesser, a National Board Certified Bread Loaf teacher, says, "I think it is one of the most satisfying and personally enriching experiences I ever went through." She and Eva Howard, who contributed an article on the National Board to this publication last spring, have been active in helping colleagues develop their portfolios, both in person and on line.

Have I made any personal sense of the issue yet? Two months ago I was asked why I was doing National Board, besides wanting the salary increase. I had to say I didn't know; I was doing it for the money. Now I see benefits I didn't expect. **The Bread Loaf Teacher Network is helping make National Board possible for me. The classes at Bread Loaf model the best practices of teachers (the basis for the National Board portfolio), and they also provide the analytical tools for looking at our own classes. Bread Loaf helps provide me some teaching skills that National Board requires in planning, presenting, and reflecting on the work of my students and on my own accomplishments. The learning traditions at Bread Loaf—of respecting and paying close attention to what others say, of finding and developing meaning from texts and dialogue, and of relying on fellow teachers as colleagues and coaches—all strengthen the work required for National Board.**

I understand what other National Board teachers I've met mean when they talk about how enriching it can be. I already have more contact with and support from parents than I dreamed possible, a direct result of National Board work. I have new respect for the teachers who went through the training to become assessors this past summer and who are sharing what they learned with the rest of us as we pursue certification together. I'm looking at what goes on in my classroom with an intensity I've never had before.

Assessing teacher effectiveness is mandated by parents, politicians, and by educators themselves, even though there is more consensus about how not to assess teaching than how to do it fairly and accurately. If we teachers are expected to tackle these important issues, we must be provided with reasonable time to plan, analyze, assess, and document how effective our teaching is.

These assessment processes may not redefine our ideas of what good teachers do, but they can make us more articulate about how teacher accountability goes beyond test scores and how good teaching goes beyond addressing curriculum standards. The assessment of our teaching is as serious a responsibility as assessment of our students' growth, and the assessment approaches should work together to help our students and improve ourselves.

Diane Crenshaw has taught English at Dixie High School in Due West, South Carolina, for eleven years. She completed her first summer at Bread Loaf in 2000 as a South Carolina State Department of Education Fellow.

Raising the Bar with High Stakes Tests

Hugh Dyment
Bethel Alternative Boarding School
Bethel AK

The same year I attended my first summer at Bread Loaf in Vermont, the Alaska Department of Education and teachers from throughout the state began a long process of articulating content area standards. Last year our sophomores became the first high school class required to take the Alaska High School Graduation Qualifying Exam (HSGQE). This exam tests students' reading comprehension, writing, and mathematics abilities. Each of the three sub-tests must be passed at some point in order for a student to earn an Alaskan high school diploma.

There is a reason that for the first time, before receiving a diploma, my students must prove their abilities in the three R's to someone other than their teachers. Simply put, Alaska's elected state legislature wants to ensure something that the state's educational establishment apparently cannot. Namely, the legislature wants to change the fact that thousands of Alaskan high school graduates, predominantly poor minorities, cannot read, write, or do arithmetic at levels even close to twelfth-grade.

Despite very good intentions and the millions of dollars being spent annually, Alaska's publicly funded school systems have not been able to ensure that their graduates can read, write and compute. Yet these skills are the foundation and a prerequisite to a person's ability to think well in a modern and complex society and economy.

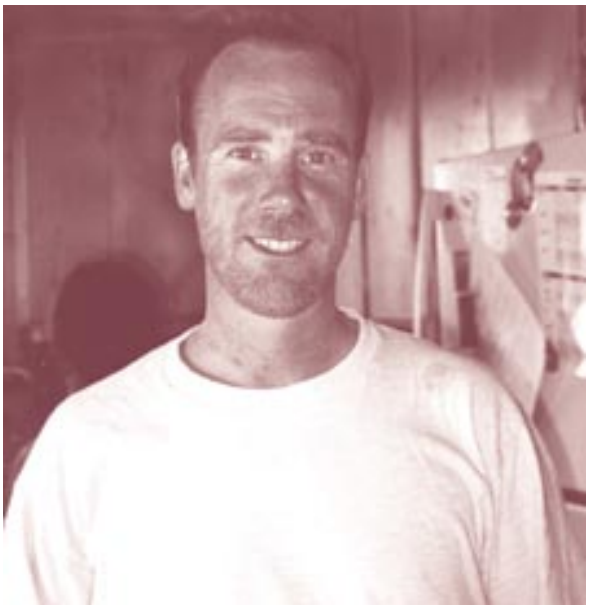
A typical example is a student, whom I will call Alex, who just transferred to my school, an alternative school. A twelfth grader with no history of behavioral or learning problems, Alex had earned straight C's and B's for the last three years. Yet his reading and writing skills are at a sixth or seventh grade level. His math computational skills are lower. By May this young man will have completed all of the school district's course requirements and will receive a high school diploma; yet he has trouble making change (passing the HSGQE will not be required until December of 2001). This is not an extreme or rare occurrence but rather something I have seen repeatedly in the eleven years I have taught in Alaska. The public, Alex and his parents, and the state legislature know that such learning deficiencies can easily condemn a young person to the margins of our economic and political system. Without basic knowledge and skills, the "Alexes" of Alaska will be unable to adapt to a changing economy or to effect change in the world around them.

The community college in our area has pointed out that many of our school district's graduates, even those with a 3.0-plus GPR, need to take at least a year's worth of remedial classes before they can attempt college-level courses. It's an unfortunate phenomenon and a serious political issue as well because at one point our school board and our former superintendent even discussed the idea of paying for our district's former students who needed to take remedial courses.

This situation had to change, and Alaska's public schools couldn't do it as a system without outside mandates: it's that simple.

I don't know how the standards movement is developing in other states, but I'm a supporter of what's happening in Alaska, warts and all. Ninety-five percent of the students I teach are Yup'ik Eskimo. Ninety percent of my students are poor and seventy percent score in the bottom quartile of nationally-normed assessment tests of academic achievement. Some would argue that the playing field is not level for these students and they would be right: it's not. Most of my students come from homes where Yup'ik is the first language; many come from homes affected by the ills of poverty, including substance abuse and family or community tragedies. Yet despite the disadvantages, my students are expected to take the same test that those from more encouraging socioeconomic backgrounds will take, and they should because they can pass it.

Regardless of socioeconomic circumstances, students all across Alaska are earning diplomas that presumably mean something. But what does an Alaskan diploma signify? The standards of a school in one community are not the same as those in another community. Essentially, student grades are based on comparisons between the skill levels of students in the community and not on an articu-



Hugh Dyment

lated, statewide standard of achievement. Because of this, employers and post-secondary institutions know that an Alaskan diploma does not signify a certain standard of achievement.

Despite linguistic particularity and troublesome backgrounds, my students can pass the HSGQE. I have had dozens of students make dramatic gains academically. These students invariably have one thing in common—they try hard. In twelve years of teaching in both rural New Hampshire and Alaska, I have never known a student who failed to meet an academic challenge if he or she tried hard enough. This notion may seem naive, old-fashioned, or simplistic, but barring legitimately diagnosed neurological problems or learning disabilities, it is my experience. My students can achieve academically when they are expected to and when they make a conscientious effort to learn, and I've seen the HSGQE encourage this effort.

The HSGQE is a high stakes exam, but unlike in many Asian and European countries where a single test taken in adolescence can seal one's fate, the HSGQE, or portions of it, can be taken up to five times in high school, beginning in sophomore year. By law, students are allowed six attempts after they leave high school. Teams of teachers, administrators, and members of the public determined the cutoff scores, which seem to me, in the areas of writing and reading, rather modest levels of achievement. Moreover, between the third and eighth grades, three similar comprehensive assessment exams are administered to assess whether students are on track or need academic interventions.

I have seen the test that is given in this state and it seems reasonable. It is not the kind of multiple answer test I took in high school in preparation for college admissions. The HSGQE requires writing of essays in response to "real life" scenarios, editing of mistakes, short-answer responses to reading excerpts, applied mathematical problems, descriptive writing of how mathematical problems are solved, etc. The test is essentially untimed in that one day per sub-test is allowed, though on average only three to four hours are needed.

Tests are not a problem if the test is a good one, nor is teaching to the test a problem because the skills the test assesses are those that high school graduates should have. I have seen fear in my students' eyes when they talk about the HSGQE, but I've seen relief, pride, and self-confidence when they pass portions of it. By implementing this testing procedure, the state of Alaska has said to my students, "Here's the bar. If you choose, you can and will learn the skills you need to get over it."

A team of teachers and educators comprises a committee called the School Designator Committee, which will issue student testing results on schools and districts (already these are reported in the local papers).

One of the big issues has been whether the state should step in and take action if a certain percentage of students do not demonstrate proficiency. Some question the fact that there are provisions in the law that allow the state department of education to "take over" under-performing schools. But this fear supposes an adversarial relationship between the state department and Alaska's school districts that I don't believe exists. In fact, it appears the state department is more interested in observing the development of a school district's test scores than it is in "taking over" districts where the numbers indicate low percentages of passing students.

Is mandating such testing fair to an under-performing school faced with socioeconomic conditions that dramatically affect students' efforts? Is it fair to a hardworking teacher to be told that there are better methods that he or she must follow? These are difficult ethical questions, and I am uncertain. But I do know that it is not fair to award high school diplomas to students who have not achieved even eighth-grade skill levels. As a teacher, I welcome reasonable testing procedures that help define standards of student achievement on which Alaska's teachers and the public can agree.

Unlike most states, our public schools are funded directly by the state using a funding formula that takes into account the higher expenses in rural areas. Except for a few metropolitan areas, Alaska's school systems are not funded by property taxes, so we don't see the resulting disparity in amounts spent per pupil that exists in other states. Currently, we are spending between $11,000 and $13,000 annually per rural pupil. Anchorage and Fairbanks, which do raise educational dollars through property taxes, are supplemented by about $3,700 per student. When students do poorly in Alaska, lack of funding is not the cause. While spending more money can't hurt, spending more does not necessarily result in improved student performance. Setting reasonable standards and motivating students to achieve them over a sustained period of time will create positive changes in those students' lives as well as in the general state of education in Alaska.

I'm optimistic about the possibilities but not naive. If a high percentage of my students are going to pass the HSGQE, they will need to learn more. Thus, I expect my state legislature, which presumably wants the same thing, to increase funding for effective after-school and summer programming so my students are given the opportunity to learn more. The typical voter in Alaska should expect no less from the legislature. To date, we have been receiving funding for such programs, though it comes from a federal source.

Fortunately for my student Alex, his school focuses much of its program on developing vocational skills, forthrightly addressing substance abuse problems, remediating academic deficiencies, and impressing upon Alex that he can succeed in almost any way he chooses. Helping Alex become a person who can read, write, and do arithmetic must also be

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Raising the Bar . . .

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accompanied, I believe, by helping him become a good person, someone who will stand up, speak his mind when he is called to do so. Alex, like all good students, is learning to forgo immediate gratification in order to reach long-term goals and the greater satisfaction that comes with them.

When I think of my former students, I am saddened by thoughts of those now dead, from violence and suicide, those who have been trapped in the cycle of substance abuse or child abuse, living lives of resentment and self-pity. Yet I also consider those students who are now bush pilots, those studying to be teachers, the ones active in their churches and faiths, the young couples providing for their little babies, those who are becoming *nukalpiaq* (master hunters), and those who are living simple, giving lives. These are not things that can be assessed in a single test, nor are they things that curricula can be designed to teach well. These standards are learned by example.

Hugh Dyment has taught Yup'ik Eskimo students in western Alaska for eleven years. His teaching experience includes English literature, English as a second language, special education, social studies, and remedial math. He spends much time with his family, subsistence hunting and fishing. Hugh will graduate from Bread Loaf this summer.

Andover Bread Loaf

The Andover Bread Loaf Writing Workshop (ABLWW), directed by Lou Bernieri of Phillips Academy, Andover, MA, recruits teachers from the Lawrence, MA, area and abroad each summer for intensive writing workshops. Throughout this program teachers of Lawrence have collaborated with teachers from Pakistan, Kenya, India, and Bangladesh.

International Connections

The following is an excerpt from the essay "Writing in the Pakistani Classroom: An Invitation to Change," written by Principal Mohsin Tejani, a 1997 alumnus of the Andover Bread Loaf Writing Workshop. Mohsin, now in his third year at the Bread Loaf School of English, was recently awarded a grant from Write to Change, a not-for-profit organization, to support writing for the community projects at his school in Karachi, Pakistan. Mohsin is also a Director of ABL's International Projects. In August 2000, he and Hazel Lockett co-directed the ABL Millennium Conference in Karachi.

"ABL is very much about community—we all grow and thrive in supportive nonjudgmental, democratic, creative communities (which are usually hard to find). Building these kinds of communities is critical to the kind of teaching and learning in ABL. . . .

"The liberatory pedagogy helps individual teachers to identify their strengths and weaknesses, and to decide the path and pace of professional development they want to adopt. Hence it's up to the individual teacher in the program to decide what to do with the knowledge he or she is generating (during the summer workshop). To elaborate on this a bit more, ABL opens doors to avenues, methods, and approaches to education in general, and the teaching of writing in particular. It does not, however, preach or impose any particular methodology on learning theory but lets the teacher decide what is good for his or her personality and classroom."

A dozen associates of the ABL Writing Workshop were invited to Karachi, Pakistan, for a cultural exchange with forty teachers of the Aga Khan schools, a progressive network of schools throughout Central Asia and East Africa. The participants focused much of their activity on writing and learning how other cultures approach pedagogical issues. Four Bread Loafers participated: Tamarah Pfeiffer, Hazel Lockett, Rich Gorham, and Sam Swope. Sam's story about the experience, including his photographs, was featured in the February, 2001, issue of *Teacher Magazine*.

Andover Bread Loaf/Lawrence Teacher Network: The Amigo Exchange

Andover Bread Loaf alumni conducted several exciting exchanges with teachers from the Bread Loaf Teacher Network. Paradigm Fellow Mary Guerrero organized two of these exchanges at the Oliver School in Lawrence, MA. One exchange partnered twelve Oliver students in grades three through seven in a writing exchange with preservice teachers in Juneau, AK, under the direction of Karen Mitchell. The other project, the Amigo Exchange, partnered students from Mary's class with middle school students from Emily Rinkema's class in Hinesburg, VT. Mary reported the following about the partnership:

"The Amigo Exchange has only just begun, yet it is already a success. My first grade bilingual students tell all visitors, including parents on report card night, that they are 'anthropologists.' They are learning how other people live, work, play, eat, and dress. My first graders are learning about others, but just as importantly they are learning about themselves. They are amazed to find out there are students who don't speak Spanish, don't eat rice and beans, and don't walk to the nearby city school wearing blue and white uniforms.

"As part of the project, my students, partner teacher Kathy Osberg, and I have been taking walking tours of our neighborhood. We have visited all the students' homes to take photos. The students have also been taking cameras home to take photos of their favorite places within the home. . . .

"It is hard to describe my students' reaction to the photos sent from Vermont. I wish I had recorded their responses with a video camera. The students showed extreme interest, wonder, inquisitiveness, and happiness. We sat in a circle on the carpet and passed the photos around. The students reacted at times with complete silence, then oohing and aahing, giggling, and chatting. We didn't even need to raise our hands to speak, everyone was so absorbed. . . ."

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Excellence for All and from All: A Look at Standards in One Inclusion Classroom

Lorrie Jackson
Linden-McKinley High School
Columbus OH

Dear Joe, I am hapy you cante the mante. I lik cante to. Will you mante back? From Ed

I was stumped when I read the above note. A student in my class, Ed, is a friendly and talkative freshman who can tell you what he wants to write, and what he says makes sense (I have changed the names of students in this article in order to protect their privacy). Ed's learning disability, however, causes his writing to be very difficult to understand, with any words longer than one syllable replaced with words such as mante, cante, and hante. Yet Ed is just one of many students with identified special needs who participated successfully in a recent writing project I carried out on BreadNet between Cynthia Rucker's students and mine. The unique characteristics of our inclusion classes, not surprisingly, affected how we defined our own standards for classroom work. With modifications for special education students, we discovered that all students can, as Bread Loaf Professor Jackie Royster says, achieve excellence in learning academic content through interactive writing with peers.

This online writing exchange centered on Homer's *Odyssey*. Two of Cynthia Rucker's freshman English classes from Maysville High School in rural Zanesville, Ohio, and my two classes from Linden-McKinley High School in inner-city Columbus, Ohio, read excerpts from the epic poem and then wrote poems, letters, short stories, and essays. In addition, Vivian Axiotis, another Ohio English teacher who is currently on sabbatical writing poetry in Greece, emailed poems to our students and responded to their questions about Greece, writing, and poetry.

This writing exchange was the first one for Cynthia and me. Admittedly, we were ambitious with the volume and quality of writing we expected our students to generate. It became clear early on that we would need to base more of our grading of student work on the process (did you do the assignment?) and less on product (is every comma where it should be?). Yes, the pangs of guilt for lowering our expectations indeed afflicted us, but we decided that high standards in the classroom, at least for now, meant establishing a fluid and positive dialogue between our students rather than achieving perfect writing.

What exactly are standards? Beyond their definition as state- or locally-mandated expectations for academic performance, standards also refer to our own expectations for performance in the classroom. Given the variety of teaching philosophies and the autonomy most of us have in the classroom, it is not surprising that teachers use many different ways to define standards.

At times English teachers emphasize the quality of the product and must therefore edit and reëdit student drafts until high expectations have been met. This is usually the case when we expect to publish student writing in a literary magazine or some other school publication. At other times, however, teachers may prefer to let students do the editing. Peer editing by students may not always be letter perfect, but the process of practicing these skills for a real audience, such as in a BreadNet exchange, is valuable nonetheless. Most teachers vary the way they teach writing, emphasizing product and process at different times according to how students are performing.

When Cynthia and I first discussed setting standards for our exchange, we had no idea what challenges we would encounter with our inclusion classes. We expected to edit some texts but let most be edited or reviewed by students, allowing the power of the "real audience" to help improve student work. From a discussion at the fall 2000 Ohio meeting for Bread Loaf teachers, we knew such an "audience-focused" view on standards was fairly common. What made our situation somewhat unusual was the addition of a

Lorrie Jackson

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Excellence for All . . .

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significant number of students receiving special education services.

Inclusion can be defined simply as the mainstreaming of students with special needs into a traditional classroom, ideally in roughly equal proportions. My inclusion class is co-taught with Tiffany Chavers, the chair of our Special Education Department. We teach a general education curriculum in a team-teaching style, modifying or pulling children out only when the need is present. Our ultimate goal, as always, is to ensure that each child is challenged and is capable of meeting the challenge.

A third of the students in one of my classes is identified as having specific learning disabilities or mental retardation (see end note). In addition, there are two other such students mainstreamed in my other class and three or four more students in both classes who show signs of possible special needs but have yet to be identified as such. Cynthia has one student doing the exchange who receives special education services.

What impact does the mandate of inclusion have on how we constructed our standards for our exchange? Look back at the letter which begins this story. How would you grade that letter based upon your own standards in the classroom? Most letters sent back and forth between pen pals were simply reviewed, by Cynthia or me, for appropriate subject and language, and little editing was done. Yet, Ed's letter could not be left as such; it was incomprehensible. Other students had similar struggles in their writing. Dell and Marcia (not their real names), for example, were overwhelmed by an assignment that asked them to write short stories that included themselves and their exchange partners as characters. The assignment was only five paragraphs and could have been a simple rewrite of stories we had already read that year, but these students were unable to make progress in this assignment. How then do we foster excellence for them while ensuring the standards remain high? This important question is central to effective teaching in inclusion classrooms, and it is one that is relevant to all teachers in classrooms where students' abilities vary widely.

A number of modifications were made to our exchange that facilitated learning for all students and ensured standards were high. These included the following:

Careful Pairing of Online Writing Partners. Cynthia and I spent a Saturday afternoon over coffee, identifying students who would need special attention and linking them with students who would have the maturity and sensitivity to work well with the DH or LD student. These pairings were entirely successful. Regular education students in both classes, most of the time, were unaware that their partner had special educational needs. When a situation, such as a hard-to-read letter, made it obvious that the writer had difficulties, the feedback given by his or her partner was always supportive and positive.

Observing and Utilizing Teachable Moments. Regular and special education students from both schools complained a few times about the errors, sloppiness, or inconsistency they saw in writings from their exchange partners. Cynthia and I used these instances to remind our students that we are all human and make mistakes. As we were quick to point out, no one was immune to routine typos, but we can learn from our mistakes and the mistakes of others without being critical.

Using Resources. When a student had difficulty communicating his or her thoughts on paper, both teachers attempted to find other means to get the text written. For example, in my class, my co-teacher Tiffany worked one-on-one with Ed, typing his thoughts as they were spoken and enabling him to have a product as neat and as correct as his peers. His exchange partner got the same quality letter as did the rest of his classmates. On another assignment, Tiffany created a "cheat sheet" on which paragraphs for a basic story were typed up with blanks for main characters, actions, events, etc. Having an inclusion teacher work together with the students to help them write just what they want to say is invaluable. Inclusion teachers, incidentally, are available to help any student in the class, not just "their" students. Often, the inclusion teacher can provide new perspectives and ideas for everyone, not just those who have special needs.

Continuing Open Dialogue on BreadNet and in Person. Cynthia and I never let one small challenge with a student or class prevent us from getting our exchange off the ground. We were eager and ready to tweak the system when needed so that standards were maintained while making sure no students were steamrolled in that quest for quality. Close communication between Cynthia and me was critical to our success.

Holding students to high standards in the English classroom is never easy, and when a writing exchange involves students who have difficulty in communication, reaching those standards may be more difficult. But the rewards are there. Anyone who has ever taught an inclusion class, or simply a class with one or more special education students, knows that placing a child in his or her least restrictive environment brings benefits in learning.

Setting and achieving standards in classrooms like mine raise one important question: Am I willing to modify my instruction to make the standards reachable? If so, then every student can experience success in a regular education environment and become more self-confident. This in turn leads to higher academic achievement in

general. And that growing excellence is precisely what BreadNet exchanges should be about: high standards and ways to achieve those expectations for all students at all times.

End Note: Currently, the Ohio Department of Education (ODE) defines a specific learning disability as a disorder of the basic psychological processes involved in understanding or in using language, spoken or written, that manifests itself in an imperfect ability to listen, think, read, write, spell, or to do mathematical calculations. The term also includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Mental retardation, formerly called a developmental handicap, is defined by ODE as a significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behaviors and manifested during the developmental period that adversely affects a child's educational performance. IQ for a child with MR must be no greater than 80.

Lorrie Jackson teaches ninth grade English and a writer's seminar at Linden-McKinley High School in Columbus, Ohio. In addition, she conducts an after-school poetry workshop for urban students. A recipient of an Ohio-Rise Fellowship, she attended Bread Loaf's Vermont campus in the summer of 2000.

Pat Truman Named Alaska Teacher of the Year

Editorial Note: The following is excerpted from a press release published on November 10, 2000, on the Web site of the Office of the Governor of Alaska. For more information go to http://www.gov.state.ak.us/press/00280.html. Pat Truman is a member of the Bread Loaf Teacher Network and an alumna of the Bread Loaf School of English.

Alaska's 2001 Teacher of the Year is Patricia Truman, an eighth grade language arts teacher at Palmer Junior Middle School, a school where she has taught for fourteen years. Truman has twenty-six total years of experience as a teacher and was also Matanuska-Susitna Borough School District's Teacher of the Year. Governor Tony Knowles made the announcement today during remarks to the Association of Alaska School Boards.

"Patricia Truman has the qualities and abilities of Alaska's best teachers, who are working hard in their classrooms all over the state to improve the lives of children," Knowles said. "She will do an outstanding job representing the teaching profession during the next year."

"I am pleased to appoint Patricia to serve as Alaska's 2001 Teacher of the Year," said Rick Cross, Commissioner of Education and Early Development. "I will be submitting her name as Alaska's candidate for the 2001 National Teacher of the Year competition in Washington, D.C. She puts children first and is on equal footing with candidates from all states to win the National Teacher of the Year honor."

Truman has also taught in Fairbanks and Montana. She is one of ten teachers in Alaska who has earned certification by the National Board of Professional Teaching Standards. She is a member of the Alaska State Reading Association, National and Alaska Councils of Teachers of English, Alaska State Writing Consortium, and the Bread Loaf Teacher Network. She has received a National Endowment for the Humanities Award and is a school consultant who provides language arts training for teachers in other districts for the Alaska Department of Education & Early Development.

"Teaching is a skill that is never mastered; there is always a better way to teach or to explain a concept more thoroughly or more effectively," Truman wrote in her Teacher of the Year application. "Teaching is my aspiration to achieve the same level of thoughtfulness that I reach for every day.

"My most important accomplishments as a teacher cannot be listed on a resume, pasted in a scrapbook, or captioned under a yearbook picture. Those accomplishments are intangible and immeasurable because I can never fully know the scope of my influence. My students do not immediately realize my effectiveness as a teacher. Many come back later to tell me. Some become writers; some become English teachers. More importantly, most are successful. Students' successes are my most profound accomplishments," she wrote.

A statewide selection committee appointed by Commissioner Cross recommended Truman from a field of four finalists. A screening committee earlier recommended the finalists from a field of twelve applicants submitted by school district selection committees, which consist of parents, school administrators, teachers, students, and business and other community leaders. The Alaska Teacher of the Year term begins January 1, 2001.

Karina: A Personal Perspective on High Stakes Standards and Growth

Tom McKenna
University of Alaska Southeast
Juneau AK

Editorial Note: A version of this article first appeared in Standard Implications *published in 2000 by University of Alaska Southeast in Juneau.*

Anyone interested in hearing a story about teaching to Standard A?

I didn't think so.

I often wonder about the vocabulary we use to describe students' experiences with the education we provide for them. We talk about content standards, performance standards, benchmarks, key elements, rubrics, attainment targets, and high stakes assessments. We search for ways to isolate competencies and disseminate "best practices," and in so doing we talk to one another about lessons, units, and structures needed to maximize the potential of students. We talk about students being "completely engaged" in a process of "being able to know and do" this or that (and thus they are at least a decade more evolved from their predecessors, who were "on task"). We teach to the standards.

If we're paying attention, though, our students will remind us occasionally to examine the language of standards and accountability to determine to what extent the language truly describes the *meaning* of students' work. Does the language we use as high school English teachers—and the educational culture that that language fosters—encourage students to see themselves in the unfolding narrative of their own potential?

And so I've chosen to tell a story, which is not exactly about teaching to Standard A ("A student should be able to speak and write well for a variety of purposes and audiences"), though indeed evidence of this standard and many others is implicit in this story. I think the story is more about the complexity of responding to a student's personal work. It's about following that student to a significant moment of growth—her own self-selected "high stakes assessment."

Tom McKenna (right) with Michelle Wyman-Warren and Dan Furlow at BLTN meeting in Taos, NM

At eight o'clock the sun has just set behind the gray silhouettes of the volcano and its accompanying peaks, and a platinum light fills the bay between the pinnacled horizon and the crab boats, the cannery, and the muddy street called Broadway. An old trailer home turned post office, the bar, two restaurants, and a cluster of single-story houses frame the scene in my memory. In the center of these buildings is a weathered red warehouse with the unlikely phrase "Roller Rink" above the door. A motley bunch of old trucks and newer cars—all of them mud-spattered—is assembled on the edges of the red building, and the "driveway," a sloppy eddy of the street's mud flow, is crowded with vehicles, too. Along the side of the building, two figures are sitting on a long creosote log, hunched over, facing away from the door. I am one of these two, and I tentatively reach my arm out stiffly to embrace the shoulder of my student, Karina. She pauses, as if startled, then leans further forward burying her face in her hands. "Oh, my God! I'm not going back in there! I can't."

"You're gonna blow 'em away!" I had told Karina earlier in the day in a hurried exchange in the hallway of the high school. Although she had never acknowledged that she'd rise to my challenge of reading her recently published piece at the community coffeehouse, Karina's tweed blazer and her neatly combed hair that Friday morning told me what her decision was.

She smirked uncomfortably, her braces showing for only a second, and as she walked down the hall, she looked more like a college sophomore than the young high school freshman that she was.

The coffeehouse events were a relatively new phenomenon in our community, and I think even the local arts council was surprised by their popularity. In a remote industrial fishing town, with a population dominated by transient blue collar workers from all over the Pacific Rim, even the most bohemian spirits were moved by the range and depth of "performers" who turned out to share their voices and their musical talents before a supportive crowd. Calloused welders shared the stage with bashful children, longtime residents, newcomers, and published poets.

At our high school, freshmen rarely published in *Winter Bay*, the school's weekly literary magazine. This photocopied publication was managed by sophomores in a Writing for Publication class that I had developed after a great experience as a student in a similarly-styled class taught at Bread Loaf by writing professor and author Ken Macrorie. In our sophomore class, we had achieved a rare balance between following routine academic deadlines and what I think was intrinsic motivation among students. Somehow, it became cool to be published. We started every class with a short model piece, discussed its merits for a few minutes, then dove into freewriting in response to its style, structure, or theme, for exactly twelve minutes. At the end of each week, students would develop one piece into a draft to be submitted to student editors, who would confer with the writers and publish those final drafts that conformed to our increasingly sophisticated definition of "good writing." Most highly valued in the writing was truthfulness.

The weekly publication took off. Every Friday it was a text for each of my ninth through twelfth grade classes, and copies of the publication were practically ripped out of my hands as I offered them to kids rushing out of the building for the weekend.

Karina's older sister was in the sophomore class, and her mom had asked me if it would be okay if Karina submitted a piece. An account of the death of her younger cousin the previous summer in a nearby community, Karina's piece read like an obituary. Her aunt was walking Karina's cousins down the road when a bear surprised them. As the aunt tried to grab her three-year-old's hand, little Benjamin broke away and the bear for some reason attacked and killed him. Karina felt both devastated and guilty because she and some friends had not taken him four-wheeling with them that day.

After a tough week of negotiating the written comments of student editors, and some one-on-one conferencing with me, Karina had developed her story to express an astonishing emotional sophistication. The new version registered the shocking quality of the news on a boring morning of cannery work, the chill beauty of the weather at the funeral, and the surreal denial she and her sister experienced, thinking they might have seen Benjamin's likeness darting from the side of his now empty house.

I was so proud of Karina for persevering through her grief, for applying lessons she seemed to be learning from our reading of Steinbeck and from her older peers, that I practically begged her to read her recently published piece to the community at the coffeehouse that night.

Probably seventy people had gathered in the dark hall when Karina came up to the microphone in the spotlight. She followed a published poet and writing professor and an accomplished violinist. I imagine the stillness outside was as pure and rare as the stillness inside when she read. Her hands shaking, she at first stammered the title, a humorless pun on her late cousin's last name: "Bears Don't Eat Bears." But she steadied as she gave brush strokes of setting, the cannery drudgery, the coffee breaks, and finally her mother skidding up in the truck, beginning the story and straining to keep back her own tears. In a matter of a minute or two she had cast a spell of silence so heavy that it began to choke her. "Benjamin . . ." Pause. "Benjamin is . . ." Silence.

Karina looked out at me for a long second, then hung her head and walked blindly off the stage, through the crowd and out the door.

I don't know how long Karina and I sat next to one another on that log without a word. What could I say? I realized that I had conspired to put a fourteen-year-old under a spotlight to talk about the recent death of a loved one. Clearly, I had made the single worst mistake of my career. My perspective as a teacher—obsessed with good writing, proud of my student's well wrought work—suddenly seemed small and callous. Would I ever ask my own child to do that?

Although the standards may be moving us in some ways closer, we haven't yet arrived at an adequate common language of standards that articulates and values the kind of growth I observed in Karina.

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Karina: A Personal Perspective . . .

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How had I decided that this kind of public exposure would be a good thing for such a shy and talented young woman? It was Karina who broke the silence as I handed her a Kleenex and reached awkwardly to touch her shoulder. "They didn't get it. They didn't get any of it."

"What?"

"They didn't understand a word I was saying."

"Oh, my God, Karina!" Now it was my turn for tears as I spontaneously embraced her. "If you don't think . . . Karina, I've never been in a room where a story did that to people. They get it. They can't possibly forget what they heard tonight."

Karina looked up in genuine surprise. Silence again.

"So what do you want to do?" I asked. The question was as much an address to myself as it was to Karina.

"I can't walk away, but I can't go back in there." Silence.

My dilemma was genuine enough, whether to push her to save face and go back and finish her piece or to avoid the risk of further vulnerability. I don't think I logically resolved the situation before the words started coming out of my mouth.

"Look, remember that poem I asked you to help me revise last week? I've been trying to get up the guts to read it. Would you at least come up to the microphone with me, while I read?"

No response.

"Please?"

A frown, a wipe of her eyes with the back of her wrist, a momentary smile, a nod, and we walked back in.

A half-hour later, after I had read, Karina decided to try again, and she took over the room with her story. This time she made it all the way through, stopping occasionally to steady her breathing but carrying herself forward with some of the same determination she displayed on the basketball court, where she was a young team leader.

In the long applause that followed, I didn't notice that Karina had left. Immediately after the coffeehouse, several adults asked me to pass on their praise to Karina, saying they had never heard writing like that from a high schooler. A reporter from the *Anchorage Daily News* who happened to be in town approached me and asked if I would put her in touch with Karina so that she might publish the piece. When I called Karina at home to tell her about all of the audience's comments, she was pleased, but when I mentioned the *Daily News* person, she interrupted.

"Mr. McKenna?"

"Yeah?"

"I'll think about it. But is it okay if we don't talk about this piece for a while?"

Recoiling from my enthusiasm, I realized I was doing it again. "Of course. How do you feel? I mean, am I pushing you too hard?"

"No, but I'd really like to spend some time with my boyfriend."

When I recall these events, I do so with the false perspective of memory. Karina's emotional response could have been at least slightly different from how I remember it. It may have been a more painful experience than I'm able to recall, or it may have been more of a breakthrough, a significant moment of growth. It was certainly an important moment of growth for me as a teacher as I came to identify this most risky yet potentially productive edge of my teaching. In our zeal to see that students excel in their writing, how do we negotiate the boundaries between our students' private lives and the public selves that we're asking them to construct through their writing? For me, this is still a twilight area, one that I may approach with ever more uncertainty. My memory of Karina, however, encourages me to push on and cautiously explore.

Since teaching Karina, I must admit that I've had mixed successes with establishing the culture of support and individual attention that I believe functioned well enough to allow us to take these risks together, and well enough to allow these standards for sophisticated thinking to become the preconditions for almost everything we would do. (In my most recent high school English teaching experience, I had as many as 180 students during the year, with one "advanced" class near or above forty for the entire year.)

Much of the concern in policy-making circles in Alaska is now understandably centered on the outcome of high stakes assessments, especially in rural districts. Although the standards may be moving us in some ways closer, we haven't yet arrived at an adequate common language of standards that articulates and values the kind of growth I observed in Karina or myself in this example. Clearly, teaching with standards as ongoing principles for sophisticated thinking is an intensive and interactive endeavor. I'm realistic enough to understand constraints on school budgets, but I think it is crucial for us to consider at what point our priority for the "most-bang-for-the-buck" accountability might have the unintended consequence of promoting teaching geared to standards more than to adolescents—those complex, emotional, entirely capable, and wonderfully unpredictable learners.

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Of Bombs, Blackness, and Beautiful Music

Will Marinell
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with Lou Bernieri
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During the 1999-2000 school year, through a partnership between Phillips Academy, Andover, and the Aga Khan Education Service, I had the unique opportunity to teach at schools in Kenya and Bangladesh. My main objective was to heighten cultural awareness by linking classrooms in the Aga Khan network with those at Andover via electronic writing exchanges about culture and country. To prepare for launching these exchanges, I attended the Andover Bread Loaf (ABL) Writing Workshop the summer before my departure. I knew from conversations with ABL Director Lou Bernieri that the program stressed the importance of writing for and about one's community, and that many teachers in the greater Bread Loaf community were already conducting successful electronic writing exchanges. During an electronic project workshop at Bread Loaf in Vermont, Lou and I outlined the curriculum for a poetry exchange between students at Andover and in Kenya. Though we were enthusiastic about the exchange's potential, neither of us anticipated the impact it would have on our students or us.

This exchange, and a subsequent one we launched between our classes at Andover and in Bangladesh, inspired us to place the teaching of cultural awareness and the creation of writing communities at the top of our lists of educational priorities. We worry that, because of their flexible curricular nature, electronic writing exchanges will be overlooked in our education system's push to create a set of easily replicable, universal standards. By highlighting some of the powerful moments of our first exchange, we hope to illustrate the extent to which these projects can stimulate creative writing and critical thinking, and to offer persuasive testimony for making electronic exchanges a curricular priority in many educational settings.

Our first exchange between students in Nairobi and Andover was divided into three two-week units: African poetry, African American poetry, and poetry writing by the students themselves. Prior to the exchange, students from both schools expressed a fear and dislike of poetry. Prior to the project, I had even written to Lou that my senior class was a "notorious poetry-hating class."

In an attempt to improve students' attitudes toward poetry, we facilitated writing exercises that encouraged students to take personal risks in their writing and to view poetry as a flexible, liberating genre rather than a pretentious, rigid one. The cross-cultural writing context encouraged surprising changes in attitudes. In an early exchange, Ruhila (Nairobi) expressed to Cynthia (Andover) the sentiments of students in both countries: "There was a time when I couldn't stand poetry, but now I love it!"

Will Marinell

Though it would be flattering to conclude that brilliant teaching was responsible for Ruhila's change of heart, another single ingredient, empowerment, was the cause. Long-conditioned to learning through dated British text syllabi and playing the role of passive, knowledge-absorbing students, the Kenyan pupils were thrilled with the chance to read and write about Africa and their own lives. On both ends, students were motivated by the fact that their audience was a group of peers on a distant continent.

Our unit on African poetry brought interesting reactions from both sides. Students were fascinated by how similar the racial issues in Africa and America were. The African poem, "Song Of Ocol" by Okot p'Bitek, brought the most powerful responses. Jamaican exchange student Katrina (Andover) was particularly moved by Ocol's position. She wrote:

> I am going to tell you something that I've always felt but never really discussed out loud… When I read the poem, I was astonished at how it sounded as if an extremely honest and perceptive Jamaican could have written it about Jamaica. The painful reality about my homeland is that the mindset of slavery and colonial days has endured long after emancipation and independence. . . . Our endemic inferiority complex is Jamaica's "chronic disease." I

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Of Bombs . . .

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believe we, as a people, need to overcome this battle first before we can develop as a nation.

It was apparent that students were learning from each other and taking a vested interest in the curriculum, confirming what we suspected: powerful learning occurs when students read and write about subjects that have relevance to their lives and when they write for a genuine audience. Throughout the exchange, many of the participants discovered and revealed important political, personal, and cultural sentiments for the first time in their lives. While this phenomenon can result from traditional pedagogy, the intimacy of the exchange catalyzed more breakthroughs than we had previously witnessed in our classrooms.

The third exchange from the Kenyan students brought a surprise: they included a poem about the bombing of the U.S. embassy in Nairobi. Aailia (Nairobi) wrote to Jennifer (Andover):

> "In Memory of the Bomb Blast" expresses the feeling the entire nation had toward the horrific incident. . . . The lines that I found most touching were "With open arms and smiles we welcome you all, but with your arms you kill and mutilate us." The Kenyans were welcoming "with open arms" but the others used their "arms" to destroy our country. . . . "Why bring your wars to us?" was the bitter question on every Kenyan's mind, as many lost loved ones and even those who did not felt the sorrow.

The Americans had to research the tragedy, for only a few of them even vaguely remembered it. The African students' "takeover" of the project through the "In Memory of the Bomb Blast" poem stimulated the exchange. In addition to learning about the effect of the bombing on the Kenyans, it prompted the American students to think critically about the biases of the U.S. media's coverage.

The exchange was in full flight by the fourth week, when the students began studying the African American poems. The Kenyans were pleasantly surprised at the number of poems that celebrated Africa. Nicholas (Nairobi) wrote to Chris (Andover), "I guess this is a common element in many of these African American poems—the praising of Africa's physical splendor—I guess I'm proud of it myself!" Nicholas's sentiments were echoed by a number of the Kenyans; they did not know how important Africa and its culture were to African Americans.

The Kenyans' ability to relate to the African American poems intrigued their U.S. counterparts. While slavery was a foreign notion to the Kenyans, the reality of oppression still resonated from the days of colonialism. James (Nairobi) wrote to Teri (Andover) about Langston Hughes's poem "Democracy":

> The fact that people are ignorant bores the poet when he writes, "I tire so. . . ." The poet is angered at the people's passiveness. I find it interesting that the behavior of some Black Negroes in America is almost exactly the same as the average citizen in Kenya. It's the attitude of why fight a system that cannot be defeated? Why fight corruption if all are corrupt? Why risk your head today when you can survive like this for years? This attitude bored the poet just like it bores me. This attitude cannot be termed "passive resistance" but active acceptance of existing evils in society.

Throughout the exchange, and particularly in the final weeks, students were encouraged to share original work. It was perhaps these passages, the ones that depicted personal or cultural revelation, that were the most exceptional. Witness this letter from Vivienne (Nairobi) to Tiffany (Andover):

Dear Tiffany,

I must say that I enjoyed this project so much. It helped me quite a lot. . . . Last February, I happened to lose my dad and it really broke my heart. When Mr. Marinell asked me to write a poem about my sacred place, I wrote about my balcony. It was the place I used to sit with my dad and have chats. So when it was my turn to read out my poem, I did but could not finish because I broke out in tears. Since that day, I have never felt the same. . . . My point is that poetry has been a healing tool for me because it helps me express feelings the easy way. I would like to share this poem with you:

THE BALCONY

An ideal place to sit and relax
Most of all it is my meditation spot
Reminds me of all the times I shared with my dad
A place where we could sit, talk
And have some dad-daughter gossip
This is before the cruel hand of death
Took him away from me
Never to see him again.
Now it is not only a meditation spot
But a mourning spot too
So every time I feel like I miss him and feel low
I go to that sacred spot.

—Vivienne

Though we'd traced the progress of our students' writing and critical thinking over the course of the term, it wasn't until the end of the project, when we asked the students to evaluate the exchange, that we were able to truly measure its impact on them. Ruhila's comments illustrate the profound experience the exchange offered her:

> I'd never taken African poetry seriously before. . . . We used to

always read Robert Frost . . . never any African poetry. I realized African poetry really is good. I've started liking my country better after this exchange. I used to hate this country!

—Ruhila

Perhaps this excerpt of a conversation between Muhammed and James (Nairobi) best illustrates the attainment of our project's ultimate objective, that of heightened cultural sensitivity:

Muhammed: When you start bridging gaps and educating people from each side as to how people on the other side think, function, believe, it'll help bring us together and stop all the discrimination and heighten our awareness to the real problems that are going on.

James: (long pause) I think discrimination can be reduced. I don't think it will ever end. They say that the world is getting smaller; people are learning more about each other, but people don't have to like each other. In this exchange we've learned about the Americans, more about how their society functions. Even with the increase in communication, it doesn't signify that people will start accepting each other, but I think it's within our capability. If everyone were to judge one another by their character . . . the goal of ending discrimination is to get people to look at your character, not just your color. I think the solution is time.

Muhammed: And education!

Having never attempted this type of project before, neither Lou nor I could have predicted the extent to which cultural, political, and personal revelations were possible. Among other things, our students reminded us of their capacity to learn independently and from each other, and that an instructor's role is composed of equal parts of instruction, inspiration, and organization. In reality, though Lou and I offered students technical poetry lessons (we discussed style, rhyme, rhythm, meter, imagery, etc.) and feedback on their work, the students themselves ultimately created the language that made the discussion of culture possible. We merely allowed the dialogue to happen. Though this type of learning through creative discourse and negotiation cannot be easily packaged and marketed by educational boards, we think it an essential part of a school's curriculum.

Though this type of learning through creative discourse and negotiation cannot be easily packaged and marketed by educational boards, we think it an essential part of a school's curriculum.

The exchange has taught us that technical precision, expression, and critical thinking need not be taught solely from textbooks in isolated contexts; in fact, language skills are best learned in highly social contexts where risk-taking is appreciated and there are multiple opportunities for students to enter into an intense flow of communication. Likewise, cultural awareness and tolerance cannot be taught in isolation from others who are different from us but are best achieved through dialogue among a diverse variety of peers. Though the students' poetry writing on both ends improved in a technical sense, what they gained from embracing writing as a tool for expression is not easily quantifiable and may not turn up on standardized multiple-choice tests. It *is* real, however, and worthy of being a priority in education.

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What Is Good Writing? Standard Deviation

Jason B. Leclaire
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A Frustrated Student

I was not surprised to see Ellen grimace in the hallway before school. Nor was I surprised when she rubbed her temples and told me she had a terrible headache and an upset stomach. A couple of hours later Ellen ran up to me smiling and relaxed and exclaimed, "It's over!" She was relieved; she had just finished her most recent attempt to pass Ohio's ninth grade writing proficiency test.

Ellen is a senior at Bradford High School. She has taken the writing proficiency several times but has never scored high enough to pass. Three times she has missed the cutoff by one half of a point (I've changed her name to protect her privacy). It's not that Ellen has failed to prepare herself for the test. It's not because of an inability to write well enough. She can. The week before the most recent test, Ellen wrote in response to the practice prompt: "Tell about a time when something went wrong and you learned from it. Be sure to include specific details and tell what you learned." Her introduction began:

> It was a nice day up till the cops were knocking on my door. I was at my house with a friend of mine. Everything was going fine. Then she asked for something to drink. I said, "Sure, get something out of the fridge." Instead, she got on top of the fridge and got into my mom's alcohol. From then on, the day went downhill.

This brief glimpse of Ellen's work illustrates her proficiency as a writer, even according to state standards for the ninth grade proficiency test. As listed in "A Resource Manual for Teachers of Writing," a piece of writing earning the highest score is one that focuses on the topic with ample supporting details arranged in logical order, demonstrates solid development of content from introduction to conclusion, shows a mature command of language, and contains correct sentence structure with rare exceptions (9).

Ellen does all these things. She has a compelling opening, one that clearly focuses on the topic and engages a reader. She illustrates an acceptable command of language and sentence structure, if not extensive variety. She makes a nice transition from the "hook" into the body of her narrative. She also uses a fairly complex overall structure by framing her story with the arrival of the police. Yes, there are shortcomings in the piece. She punctuated dialogue incorrectly. And she could have more fully developed the scene with specific details. However, she has demonstrated clear proficiency in most important areas.

Yet, even with the ability to write at an acceptable level, Ellen has not passed the actual proficiency test. The problem is the pressure. It's a high stakes test, and Ellen knows she won't get a diploma if she doesn't pass. She can write when relaxed. But the anxiety of taking the test causes her to freeze. To date, Ellen has been unable to produce the same level of writing during the real exam; she's so terrified of failing and not graduating that she tries to write what she thinks the judges want to hear. So inevitably, nerve-driven headaches and nausea cause her to write stilted, flawed pieces, which keep her from demonstrating her true capability. Ellen is caught in a cycle perpetuated by the pressure of a high-stakes test; she is trying too hard to write to "their" standards.

A Frustrated Teacher

Ellen's story is not all that different from my own; my sense of identity as a teacher is under the same kind of pressure. Every time my students go to the cafeteria to take the writing test, I develop a headache and an upset stomach because I fear my reputation as a teacher will be determined solely by my students' performance. If they do well, my beliefs and methods are validated. I'm doing a good job. If they do poorly, I must be a poor teacher.

Especially in my first year of teaching, I wasn't prepared to handle this kind of pressure. I tried in vain to avoid it by devaluing the test itself. I claimed the test didn't measure what really mattered in writing: voice, power, purpose. I referred to writing gurus like Donald Murray, who says, "The student must be given four freedoms—the freedom to find his own subject, to find his own evidence, to find his own audience, and to find his own form" (142). The proficiency test gave students two and one-half hours to respond to two prompts. No freedom there. Moreover, the topic they were to write on had been decided by the test makers. The student could find her own evidence, but the subject, form, and audience were often already determined. I lauded Linda Rief, who once threw out her school district's standardized test and "vowed [she] would never allow a test like that in [her] classroom" (121). I rationalized to take the heat off.

Unfortunately, my students suffered when I had that attitude. They mirrored my negativity and didn't try to excel on the test. Many of them failed. Dismissing the proficiency test, I realized, was a disservice to students. So I switched tactics and went to the other extreme: over-preparation and teaching to the test.

The following year my students spent months preparing to write for the proficiency. We wrote neat, five-paragraph essays (with three supporting details, one in each paragraph) over and over just so they could pass the test. Ninety-seven percent of them did. But in the process, they stopped enjoying writing, and many of them wrote lifeless pieces that were grammatically accurate and informative but entirely uninteresting. By the end of the year, several students had written variations of an explanatory essay titled

"Why I Don't Like Writing." They all had five paragraphs and three reasons. I had to find a better way.

Listening to a Student

In the end, a student of mine revealed the answer I needed. Paul Smith, a fourteen-year-old eighth grader wrote a short essay called "I'm Not a Writer" for his year-end portfolio. He used it to show he could write persuasively, and when I first saw the title I couldn't help thinking, "Here we go again . . . another 'writing stinks' piece." But I was surprised. Writing stunk, all right, but it wasn't just another piece. Paul wrote:

> I'm not a writer and I never will become a writer. I despise writing but I'm still forced to do so. The reason why I'm not a writer is: horrible handwriting, crippling writer's block, bad story telling. I don't know how writing will help me in my career as a secret arms designer for the government or a person who designs nuclear fusion reactors. Sure, fusion hasn't been invented yet, but I'll be in college until I'm 30! So it should be out by then.
>
> Now please explain to me how writing will help my career. I might have to write a report on fission reactors, but I'm pretty sure how to do that. You just drag out three small, one-word details and turn them into a paragraph.

Clever! Paul expressed his dislike for formulaic writing and poked fun at having to give three predictable details in the five-paragraph essay format. At the same time, he proved he was a playful and compelling writer. Paul's voice had passion; only he could have written this piece. In essence, Paul was saying to me, "Forget what *you want* me to write. I'm going to say what *I want*!" He was implicitly expressing his need for the freedoms that Don Murray identifies as necessary conditions for writing well. For that reason alone it's a remarkable piece. As always, there is room for improvement. But it's got fire. And it definitely convinces me that Paul is a writer even though he doesn't feel like one when he's writing the five-paragraph essay.

As I considered how to grade the essay, it occurred to me that Paul had written a piece that both defied expectations and met them. He wrote in a different way than I expected. But he showed his writing had the characteristics I was looking for, and they were the same traits scored on the proficiency test: focus on topic, organization, development and support of ideas, mechanics. What's more, the correlation between Paul's expressive writing and the state standards will be even closer when Ohio institutes its newest version of the proficiency, the High School Graduation Qualifying Examination (HSGQE). The HSGQE will go into effect in two years and will be judged on the same criteria as the current test with two additional categories: voice and audience consideration (55). Given Paul's ability as a writer, he would pass with flying colors.

The best part about reading Paul's piece was that I finally realized the difficulty that my students and I had with the proficiency test. It had nothing to do with *what* the test evaluated; after all, I was already looking for the same characteristics that the test was. It was the pressure of the high stakes test, the doubt that teaching to the test raises in the minds of students and their teacher. But seeing Paul defy convention while still proving himself an apt writer reminds me I don't have to teach to the test. If I teach writing based on sound principles like those of Donald Murray, Peter Elbow, and Nancie Atwell, the standards will take care of themselves. That's the message I need to remember and send to my students. If you learn to write well, the proficiency test is not a problem. And if Ellen doesn't pass her test this time around, this is where we'll start the next time: write well what you know instead of trying to write what someone else wants you to say.

Jason Leclaire and Bradford High students

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Listening to Voices: Integrating Standards and Culturally Relevant Content

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I sit at a cafeteria table chatting with a group of parents at the language arts open house that I am hosting. My plan is to get the school year at Tukurngailnguq School off to a great start, so I invite parents to a meeting and ask for their input. I have a flip chart and different colored markers ready so I can write down ideas as they come up. One student's father voices his interest in community and school news written by students, so I write "School Newspaper" on the flip chart. Another parent expresses her idea of having students write the history of the dance traditions of this Yup'ik village on Norton Sound. I listen to their suggestions about which elders can share their knowledge of the local dance traditions and about who can translate what they know into English. We munch on cookies and cake baked by the seventh graders and sip coffee, but it is the parents' ideas, which reflect the needs and priorities of the community, that I hunger for.

To spark further ideas from parents, I have displayed the books I read in a Native American Literature class that I took last summer. I listen to the comments from parents as they browse. Much attention is given to *Two Old Women* (HarperPerennial Library, 1994) by Velma Wallis, a Native Alaskan from Fort Yukon, an Athabascan village at the confluence of the Yukon and Porcupine Rivers, far inland from where we are now. Gladys Pete, the mother of four middle school and high school students, tells us how she enjoyed reading the book, and how clearly it describes the lives of the people in that region before contact with Russians and Europeans. Gladys also tells stories I have not heard, about how women in this village survived similar experiences through times of famine and cold. The lives of people here on the coast differed from the Athabascans, but similar stories about women of great strength who survived harsh winters and sometimes abandonment are known here. Gladys believes that by reading *Two Old Women* students will be able to see through the eyes of the people who lived a long time ago and know the struggles and sacrifices they endured. Through comparisons of the challenges of present day life with those of an earlier time, she hopes students will develop a perspective that will help them when faced with difficulties in their lives.

One of the most positive additions to my teaching came from these ideas that parents shared with me at my first open house at school. Not only did I learn from the parents but they learned that I was open to their ideas and suggestions, and that I was interested in making learning relevant for their children. Encouraged by Gladys's suggestions, I offered the book *Two Old Women* as one of the four choices for reading circles in my seventh and eighth grade language arts class later that fall. I like to have students reading books of choice in small structured groups, as Harvey Daniels describes in his book *Literature Circles, Voice and Choice in the Student-Centered Classroom* (Statehouse Publishers, 1994). I use five of the roles described by Daniels, including Literary Luminary, Illustrator, Character Captain, Connector and Vocabulary Enricher. My students request reading circles with a cheer-

Maria Offer enjoying time with five-year-old Pauline Waskey at the Waskeys' fish camp on the Yukon River.

fulness and yearning in their voices, something a novice English teacher loves to hear. Even those students who have been reluctant readers in other activities ask for reading circles. So I try to listen carefully to these voices and reflect on what they are telling me.

The five students who chose to read *Two Old Women* formed an enthusiastic reading circle. As I assigned them roles, I mentally assessed the skills and interests of the students. I asked Jacinta if she wanted to be the Illustrator, and she raised her eyebrows (a nonverbal affirmative sign that is very common in the region). She was soon engrossed in recreating scenes from the book. She drew two women building their house with a wooden framework covered by caribou skins. Jacinta drew another picture of the women holding spears to keep The People who abandoned them away from their camp and their food caches.

When the other students were finished with the assignments on their role sheets, they also became involved in drawing pictures. Emily drew the women cutting salmon and drying them on racks. I knew Emily loved fish camp and helping her mom cut and dry salmon for winter, as it is the subject of much of her writing. As students drew, I could see they were connecting the scenes from the book with their own personal experiences with subsistence activities in a subarctic environment, and also with their innermost feelings and painful emotions. In their drawings, I saw loneliness, anger, fear, and hurt from abandonment. The scenes they depicted were of defining moments, when characters moved from their feelings of loss and began to tap into their inner strength, and when the memory of hunting and fishing skills aided their survival. Feelings were reflected on the artists' faces as they drew, and I noticed a sense of determination and pride as they finished their work.

Impressed with their drawings and the connections they were making, I suggested to a couple of students that they look at some of the conversations in the story and dramatize a section of dialogue. Students began discussing passages at the end of the book, which are packed with powerful emotions of love, fear, and the remorse that The People felt for leaving the two women behind. Shana created a new role as "Playwright" and began to type an introduction to a play. A couple of students helped and soon they had turned the last two chapters of the book into a piece of drama. The whole class was involved, and I decided to extend the project for a few more days.

As part of Maria Offer's literature unit, Yup'ik students sketched Ch'idzigyaak and her grandson, characters from *Two Old Women*.

Rather than assign character roles to each student, I let the reading circle decide how to assign characters in their play to their fellow classmates. I had already realized that these twelve- and thirteen-year-olds, who have grown up together, know each other well, and could assign roles better matched to their individual personalities than I could as a relative newcomer. Brent became Shru Zhuu, the grandson of Ch'idzigyaak. Rufina played the important character of the mother of Shru Zhuu and the daughter of Ch'idzigyaak. Bryon was Daagoo and Steven became the chief. Emily and Jacinta became Sa' and Ch'idzigyaak, surviving not only the harsh winter and sparse game, but their feelings of loneliness and abandonment as well.

Students were excited about recreating the scenes from the book. They wanted to share the story with others and chose to perform it for the first and second graders, whom they tutored on a weekly basis. They carried their props, which they made from classroom materials, and the classroom podium for Shana to use as she narrated the play, down the hall and performed the play for the younger students and their teachers. They later performed their interpretation of *Two Old Women* for parents and other family members.

Reflecting back on this activity, I believe the format of the reading circles led to successful learning experiences because it combined independent reading strategies and cooperative learning. Another crucial element that added to its success was my giving students additional time for artwork and drama. Through this creative experience, I hope these students will continue to see reading not only as a pleasurable activity but also as one that will enrich their lives in many ways. Through their drama and artwork, they not only connected with literature, but also bonded with each other and their past in new ways.

In order for this project to be a successful learning activity, I felt it was important to give my students the freedom to make some of the decisions. My job was to provide guidance and support within the organized

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Listening to Voices . . .

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framework I had developed. I allowed time for student input and freedom for them to follow their own directions to meet their individual goals. Student creativity blossomed as they became immersed in the project and made connections to their own lives, their village, and the forces of nature in a northern climate. I did not tell the students that *Two Old Women* was recommended by parents, but I think they, like their parents, are in tune with the values and priorities of the community, more than I may ever be. I will continue listening to the voices of parents and others in the community, as their student. I need to hear what they say, and share their knowledge within the school setting, so that education can be an interactive process.

The challenge for me in my role as teacher in this village has been to connect all that I learned from parents to lessons and projects rooted in the Alaska State Content Standards. In the end, this was not overly difficult. In fact, with this particular project, by incorporating both parents' and students' ideas and directions, I addressed additional English language arts standards beyond those I had originally designed it to address, namely, Standards A and B: "A student should be able to speak and write well for a variety of purposes and audiences" and "A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information." With student input we were also able to address Standard A6 and Standard B3: "When appropriate, use visual techniques to communicate ideas; these techniques may include role playing, body language, mime, sign language, graphics, Braille, art, and dance" and "Relate what the student views, reads, and hears to practical purposes in the student's own life, to the world outside, and to other texts and experiences." Because I gave the students responsibility in developing the play, they also demonstrated Standard C: "A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively."

From the beginning, the reading circles met the social needs of these Yup'ik middle school children. As they performed the play for other classes and their families, they developed valuable speaking skills. I tried to provide many and varied opportunities for verbal expression, so all students would develop confidence and skill in speaking in front of others. For example, a student who was chosen for one of the leading roles in the play appeared to be very shy. I think her peers chose her for the lead because her inner strength complemented the personality of one of the book's main characters. If she was nervous about speaking in public, her determination to share a good story, one that she enjoyed, was stronger than her timidity in the end.

I am glad I invited the parents to come and share their ideas with me. I plan on inviting the community to another "language arts open house," and I will continue to listen on a daily basis to what parents and students are saying. Sometimes what I learn is gleaned from these formal, arranged meetings with parents at school. Most often, though, my learning is part of daily life. I meet parents at the store, the post office, in their homes, and walking along the village roads. I join in village subsistence activities such as picking berries, setting salmon nets, and walking to the beach to observe the community activity when a hunter has killed a whale. I watch as children play string games and listen to the stories that go along with these games. I travel by boat to fish camp, eat seal meat cooked over an open fire, and gather *aiyuk* for tea. I listen to stories at the community hall and watch the traditions of the Giveaway and the First Dance during the winter potlatch. The more I live in the village, the more I learn. What is important, I feel, is maintaining openness and respect for the ideas of this community that I call home.

The challenge for me in this village has been to connect all that I learned from parents to lessons and projects rooted in the Alaska State Content Standards.

Maria Offer is working toward a master's at Bread Loaf. She has taught adult education and has spent two years teaching high school language arts in Yup'ik villages. Maria says, "Teaching in a village offers many challenges and rewards. Students are very knowledgeable about their culture and subsistence skills in their unique environment, and they are willing to share this knowledge."

Bread Loaf in the Cities

Lou Bernieri
Phillips Academy
Andover MA

Hazel Lockett
Clifford J. Scott High School
East Orange NJ

In June, 2000, Bread Loaf invited thirteen urban teachers to attend Bread Loaf and initiate the Bread Loaf City Teacher Network (BLCTN). The thirteen urban Fellows attended the Bread Loaf Vermont and New Mexico campuses. These teachers were supported by generous grants from Middlebury College (eight teachers), the Plan for Social Excellence, Inc. (four teachers), and a Middlebury alumnus (one teacher). BLCTN's moderators are Hazel Lockett and Lou Bernieri.

In his letter to BLCTN teachers, Jim Maddox stated, "Our immediate goal is to forge unity among the thirteen teachers in Vermont and New Mexico so you will all have a common sense of what you will be doing when you go back to your classrooms." In typical Bread Loaf fashion, the thirteen teachers not only met but exceeded this goal. Through BLCTN meetings in Vermont and New Mexico, the urban teachers solidified the network among themselves and began developing a vision that will define and guide it in the next few years.

Although BLCTN is an integral part of BLTN, one of the first discussions in the BLCTN meetings focused on defining "urban," specifically in regard to the differences between urban education and rural education. While it may be true that urban and rural public education have more similarities than differences, there are several things that distinguish the urban setting from the rural one. As Jim Randels and Lisa Richardson (New Orleans) pointed out at the conference preceding the 2000 summer session in Vermont, the density of population and availability of community resources (libraries, museums, businesses, community organizations) offer urban teachers and students partnership opportunities that may not be available in rural settings. Rich Gorham (Lawrence, MA) noted that the multiplicity of languages and ethnicities in urban schools is another resource available to urban teachers that is not often available to rural ones. Interestingly, density of population and ethnic and linguistic diversity are often seen as disadvantages in urban education. Clearly, BLCTN teachers share an educational vision that could influence other urban educators and policy makers. Perhaps one early goal of BLCTN should be to articulate this vision and the educational practices that emerge from it.

In order to get a sense of the urban areas and populations in BLCTN, the urban Fellows generated separate student and teacher surveys to gather data. These surveys were distributed and collected during the school year and will be examined by a team of teachers at Bread Loaf in the summer of 2001.

The most important work of BLCTN teachers during the summer of 2000 was the working partnerships they created. These partnerships took the form of planned classroom collaborations among themselves and between BLCTN and other BLTN teachers, both nationally and internationally. In addition, BLCTN teachers created their own teacher research conferences (such as the one on teaching English as a second language, which was led by Betsy Kimball from Lawrence, MA). The teacher collaborations are clearly at the heart of the network, for the urban Fellows agreed that classroom telecommunications projects and teacher research should drive BLCTN as they drive BLTN.

In their meetings and network conversations, the urban Fellows are already learning as much as possible about each other through BreadNet communication and site visits. The overarching aim that Jim Maddox detailed in a letter to BLCTN participants is to obtain adequate funding to support periodic meetings and the expansion of BLCTN to several cities, with two to three school sites per city.

One particular advantage BLCTN has as it begins to define itself and its work is that it has two major sites where networks within the network already exist. In New Orleans, Jim Randels and Lisa Richardson have been directing a remarkable and inspiring project, Students at the Center, which began at one school and is slowly spreading to others in the city. In Lawrence, MA, Mary Guerrero, Betsy Kimball, Rich Gorham, Hazel Lockett, and Lou Bernieri have been directing the Andover Bread Loaf program, a professional development network with members in every school in Lawrence. These two sites offer model projects and curricula for BLCTN participants to build upon.

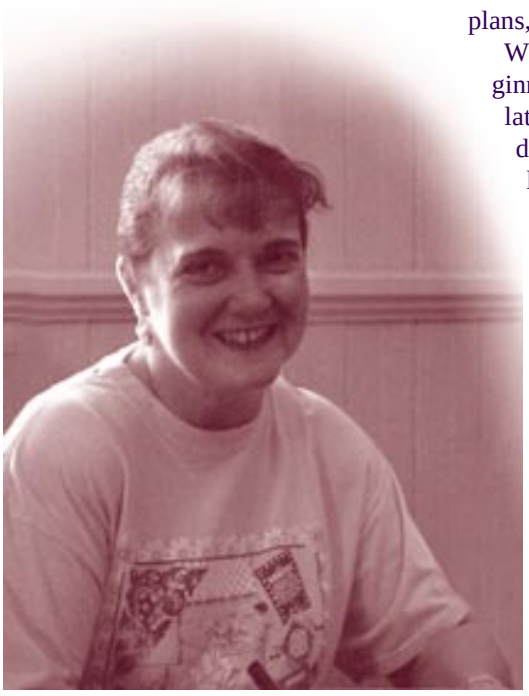
In an open letter to other Bread Loaf urban teachers, Jim Randels noted that promoting democratic education in urban schools is a primary goal, and the process of reaching it will be "long-term and cumulative." Discussions on this topic will be of central importance at our continuing conferences and meetings. Like all BLTN teachers, the urban Fellows see themselves as teacher-activists, educators who find it impossible to separate issues of equality and justice from teaching and learning.

A Teamwork Approach to Implementing Curriculum Standards and School Reform

Patricia C. Watson
Kentucky Valley
Education Cooperative
Hazard KY

"How close am I?" inquired Derrick, a seventh grade student, as we compared his writing selections to the criteria of the Kentucky Holistic Scoring for Writing. Derrick wanted to meet the "proficient" rating, and through our conference sessions, he knew some revision was needed before his writing would meet the standards to which we compared his work.

Like Derrick, many Kentucky students are interested in doing their best, so they are taking ownership of their learning, striving to meet clear expectations established to reach Kentucky's "proficient" goal, which is anticipated for all students by 2014. Movement toward this goal began in 1990 with the passing of Kentucky's Educational Reform Act (KERA). At that time, I was teaching high school senior English. As KERA established new standards, I was challenged to teach with specific performance goals and academic expectations. Fortunately, the demand for change was accompanied by a commitment from the state to give teachers the necessary training to help them create change.



Patricia Watson at Bread Loaf in Vermont, 1998

Kentucky's educational goals and present standards for learning affect everyone working in public education. All Derrick's teachers, for example, must engage in ongoing professional development and continue to create new teaching strategies to accommodate the diverse learning styles of individual students. Now more than ever, principals and school leaders are setting clear expectations for students and teachers and linking those expectations to defined goals, review checks, teacher professional growth plans, and assessment.

With the close of 1999 and the beginning of 2000, Kentucky legislated three levels of scholastic audits to improve teaching and learning in low-performing schools. An audit examines students' academic performance, a school's learning environment, and the general efficiency of the school. The term "audit" was debated heavily because of the potential negative connotations of the word. But the word stuck because leaders wanted schools to understand that the scholastic audit is serious business where there is marked academic decline. Being part of a scholastic audit team, however, can be a very positive experience, for the work is characterized by teamwork, cooperation, sharing of information, and sensitivity to stakeholders. As I see it, Kentucky's scholastic audit is a tool to ensure that teaching and learning occur at high levels. For example, Standard 2 addresses assessment and requires teachers to continuously monitor and change practices as needed in order to have an impact on student learning. In other words, instead of waiting for annual state assessment results to tell us how we are doing, continuous monitoring means that we will take the responsibility to examine our own work and immediately implement the changes that are necessary to improve student learning.

During summers at Bread Loaf, I learned a great deal about examining my own pedagogy from professors Dixie Goswami and JoBeth Allen, who prompted me to "re-view" my teaching by examining the work of my students. I began to understand how important it is to engage students, who, after all, have the greatest investment in the activities of the classroom. I also learned how critical it is to engage my fellow teachers and share questions and insights.

Sharing my thoughts, practices, and beliefs about students as partners in teaching and learning has been ongoing through email exchanges with some of my Bread Loaf friends and colleagues, especially Robert Baroz, from Middlebury, Vermont. Robert has engaged his students as enthusiastic classroom researchers with clear expectations for their role in the work. Through our continued online discourse, Robert and I share what works in the classroom. It is interesting to find similarities between what Robert is doing in Vermont and what Kentucky teachers are doing. For example, as the current school year was beginning for Robert (now a principal

in a private school), he sent his school agenda to me via email, outlining a plan to have his faculty collectively rewrite the school's mission statement. This writing project was part of his faculty's professional development activity at the beginning of the school year. In Kentucky, I had just completed a training session with teachers in which we discussed how a mission statement can be used to unify a faculty and promote collaborative relationships.

Being part of a scholastic audit team, however, can be a very positive experience, for the work is characterized by teamwork, cooperation, sharing of information, and sensitivity to stakeholders.

Since I was last a student at Bread Loaf in the summer of 1998, my job title has changed, and the educators I serve have changed, too. I am a member of Kentucky's Highly Skilled Educators (HSE) program, serving a two-year term. Educators in the HSE program are carefully selected and placed in individual schools, usually where assessment scores indicate low performance or decline. In my case, I was placed with an HSE partner in an experimental pilot program housed at the Kentucky Valley Educational Cooperative; our goal is to foster leadership in a region serving thirteen school districts.

We encourage district and school leaders to initiate nontraditional professional development approaches, many of which I observed at Bread Loaf: study groups, teacher collaboration, development of shared units of study, professional reading circles via email, and mentoring relationships among teachers. As a result of my Bread Loaf experiences, I have begun to encourage teachers to look at students' work, especially student writing portfolios. In these analysis sessions, I observe that teachers take greater interest and make a greater effort to understand the specific needs of their students and, usually, establish goals to meet the needs. When this happens, my role is to facilitate the process and then to follow up as a resource.

Teacher talk is a powerful tool when it is seen as a necessary ingredient for achieving school-wide change, whether it is talk between two teachers, between an administrator and a teacher, or between a teacher and a student, like Derrick. In my work, I observe that "talk" fosters the sharing of effective practices and encourages teachers to take ownership and make decisions for appropriate "next steps," rather than depending on others to decide for them. Through such talk we become a community of learners, accepting the changes needed to help us teach children like Derrick.

As I write this article, I have completed two scholastic audits in two low-performing schools. My team members and I grew very close as we worked sixteen to eighteen hours a day during the week-long process, interviewing stakeholders, observing classroom teaching and overall school operations, and gathering data. The work was challenging. We went as professionals with respect for each person whom we interviewed, valuing their knowledge and expertise and providing them with feedback that would positively affect student learning.

During each audit, we generated enough information to fill a document about an inch thick. As I paused for reflection, I realized what a wealth of information the scholastic audit document contains for school improvement. I know how much I had learned by engaging in the process. In my opinion, the audit is one of the best tools we have for looking at our schools and improving the teaching and learning.

Such in-depth reviews are a new, complex and effective procedure, indicating that Kentucky is serious about meeting standards. Clear rubrics and other instruments now exist for assessing our progress. With the initiation of the audits, analysis of findings, and follow-up that's offered to the schools, we will see ongoing school improvement for all students—for Derrick as well as other eager, bright children who deserve an education equal to that of any child at any school in Kentucky. It is up to teachers and other educational leaders to seize every resource to provide the highest quality of education for them.

Patricia Watson is serving a two-year term as a Highly Skilled Educator at the Kentucky Valley Educational Cooperative at Hazard, Kentucky, providing professional development training to teachers within a region of thirteen school districts. Upon completing her HSE term, she will return to her position in Floyd County as district coordinator for writing and reading. Patricia attended Bread Loaf as a Kentucky Department of Education Fellow.

A Cross-Disciplinary BreadNet Exchange: Moving beyond the Facts

Mary Lindenmeyer
Window Rock High School
Fort Defiance AZ

In *Hard Times*, Charles Dickens describes the exalted status of facts at the school where Mr. Gradgrind is schoolmaster: "Everything was fact . . . and what you couldn't state in figures was not." Mr. Gradgrind, a fact-loving drudge, drills his students in definitions. One student offers the following factual definition of a horse: "Quadruped. Graminivorous. Forty teeth, namely twenty-four grinders, four eye-teeth and twelve incisive. Sheds coat in spring; in marshy countries, sheds hoofs, too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth." But when the city-bred student sees a horse on the side of the road one afternoon, he has no idea what it is. He knows the facts but can't put them together. This humorous incident from Dickens's novel illustrates a doubt that has haunted my teaching of history. With confidence, I know my students can recite historical facts, but do they see the historical meaning of them? Do they see history being played out in their lives? Do they believe their thinking shapes history?

After my first summer at the Bread Loaf School of English in Vermont, I eagerly returned to Window Rock High School in Fort Defiance, Arizona, to test some of these questions. During the previous year, I had been a demanding teacher, I believe, sticking to the textbook and drilling my students on the facts of history. After Bread Loaf, however, things were going to be different. I planned to use the textbooks less and instead encourage my students to become critical thinkers and readers of history through reading primary source material and literature.

My intent was to try out the teaching methodology of educational theorist Paolo Freire, and my students would begin an "inquiry into the social consequences and personal contexts" of history. My hope was for students to see that history was the act of a people writing their own unfolding story, not a series of static facts to be learned for a test. I hoped to facilitate their learning rather than simply dispense facts. And I hoped my students would engage in the dialogue of history through the study of literature. Little did I know that this would be as much a challenge for myself as for my students.

I remained firm in my intention to excite and engage my students in history, and I planned to use BreadNet as the vehicle to explore the Middle Ages in a learning exchange with Morgan Falkner's college preparatory literature students in Rio Rico, Arizona, located nine miles from the Mexican border. Morgan's students were reading Twain's *A Connecticut Yankee in King Arthur's Court.* In the exchange, my history students would discuss the history of the Middle Ages with the students in Rio Rico, and Morgan's students would discuss the literature they were reading. My second goal was to give my students a sense of ownership of their learning, which according to Freire would empower them in choices they make in their lives.

The greatest challenge was to convince my students they had to do more than simply "give back facts" memorized from the textbook. Accepting this change was difficult for these advanced students, who had grown comfortable in "textbook-driven" classes. They weren't used to coming up with questions from their reading whose answers were not in a textbook. I kept having to assure them that reading, thinking, writing, and rewriting were a form of learning.

Mary Lindenmeyer working with students at Window Rock High School

Being AP students, they all wanted A's. How were they to earn A's, they wondered, if I didn't test them on facts? After much discussion, we agreed that if they were to be the instruments of their learning, they were to be partly responsible for determining their grades for the first quarter. They would base their decision on the Arizona Six Trait Rubric for writing, on group evaluation of their work, and on my input.

Now that they accepted the challenge to change, how was I to prepare them? In the first classes, I introduced them to the ideas of Paolo Freire and his notion that education should be intrinsically motivated and rest in the hands of the learner. I explained that knowledge should focus on the self in society and move towards change of the status quo. Our classroom became a mini-revolution in learning, though this learning experience had its own share of pain.

For the first time in my teaching career, the students were more interested in questions than in answers, and they came to me for resources, not for answers. The classroom dynamics changed, too. Students were up and about in the classroom asking other groups, "What do you think?" and "What are you writing?" As they asked their questions, they moved from group to group—collecting food for thought (as well as candy, chips and something to drink). I monitored their work and became convinced that even in the midst of all this noisy activity, they were on task.

Their writing exchange with Rio Rico kept them on task and challenged them to think outside the box. In small groups, they worked hard, writing responses to challenge the Rio Rico students. The responses taken from their evaluation of the exchange revealed that some self-reflection had taken place: "We all know that the things we say and even the way we act around authority figures, such as our teachers, are completely different from the way we act around our peers. Some of our most brilliant thoughts form when communicating with our own age group."

The exchange with Rio Rico also challenged my students' abilities to write. Afterward, they reported, "The exchange has helped us find a new way of writing that we thought was impossible. When we wrote to the students of Rio Rico, we wrote absolutely differently from what we would usually have written for our teachers. We were familiar and comfortable with the way we wrote." These students painstakingly worked on their drafts to insure that their message was clear to the audience in Rio Rico. The thesaurus was frequently consulted as they searched for the right word, achieving clarity in their writing.

In their study of Twain's *A Connecticut Yankee in King Arthur's Court*, my students demonstrated an understanding of Freire's belief that the learner is responsible for his or her own learning. My students determined categories of research related to life during the Middle Ages. They established deadlines, reserved time in the library, and decided how each group would evaluate the research work. There were times when they relaxed in class, but their work was always done on time. Giving up control proved difficult for me, however, and at times I exerted my authority, but they told me, "You said we were responsible for our learning and our grades. We'll get the job done."

Using Twain's classic as a bridge to the Middle Ages engaged my students in their understanding of another historical period. They met the challenge and told me in evaluations, "The literature allowed us to visualize the setting of the time. In Twain's classic we saw how people at that time acted and lived from day to day. We not only had to look at the historical events and people but at the literature as well." Another group of students wrote, "Unlike a textbook, a piece of literature serves as both historical facts and just fun reading. In history textbooks, all that is provided are facts and important people. A textbook shows us the surface of history, not what is underneath."

Had I achieved my goal of presenting history in a new way? Did my students take ownership of their learning? My students responded: "We find this new way of learning more successful. Textbooks are lifeless and often unchallenging because they are a repetition of reading and answering questions chapter after chapter. Using literature as our 'textbook' stretches us and helps us think more critically." They learned to read, write, and think critically.

Using BreadNet to exchange our writing with the Rio Rico students gave my students a forum where their voices were valued. Too often in the past these voices were silenced by a fear of disagreeing with their teacher or their peers in class. The BreadNet forum opened up possibilities: they realized they had thoughts of value, and they no longer had to parrot back mere facts.

Did Freire's methods help my students meet the Arizona standards? I believe so; Freire is about exercising freedom to learn, and my students had the freedom to choose their reading, to ask provocative questions, and to formulate ideas and communicate them in writing for an authentic audience, who also responded in writing. These three departures from a textbook-based curriculum are woven throughout the Arizona standards. Seventeen of my twenty-two students met the writing portion of the Arizona standards. The five who did not meet them were within striking distance. While I was not teaching strictly to meet the Arizona standards, this student-centered, student-directed approach to learning met with success in its first attempt. In the study of history, if students know how to make meaning, the facts will follow.

Mary Lindenmeyer has taught on the Navajo Reservation for fourteen years. She holds a master's degree in history and plans to complete a master's in English at Bread Loaf in 2003. Mary is department chair for history and coordinator of the Visions Program at Window Rock High School.

Bridging the Gap with Communication Technology

Lou McCall
Central High School
Gallup NM

Gallup, New Mexico, is a tough little place characterized by puzzling dichotomies. Its population, not much over 20,000, swells on some days to 100,000 people, in their cars, in stores, or just stopping for gas. A commercial mecca for many of the surrounding Indian reservations, Gallup is cut in half by I-40 (formerly Route 66), one of the busiest freeways in the U.S. Other traffic enters from another busy north/south route. It's this juncture that gives Gallup its Navajo name, "the place where there is a bridge," a description perhaps more metaphorical than anyone realizes.

When I moved to Gallup I had no idea that technology would enable me to construct a bridge for my students, allowing them to leave disillusionment behind and move forward to successful educational experiences. When I applied for a job teaching in the public schools, some cynics warned me that I would be entering a Third World country. Prior to coming to Gallup, I had never taught in a public school system. The fact that technically I wasn't certified didn't seem to bother anyone. Teachers come and go, and our personnel office is a very busy place. Gallup has many of the same social problems as larger urban areas, and yet the term "rural" better describes the area. Nowhere are the ramifications of these dichotomies more keenly felt than in Gallup's public schools.

The variety of languages and cultures represented by Gallup students presents some truly daunting challenges to educators. Most students are Native American (the majority are Navajo) or Hispanic. Many have not grown up using English as their first language; some live without running water or electricity. Concern for education sometimes does not seem to be a priority for those struggling to survive.

A small alternative school for "the problem kids," Central High School was formerly considered a dumping ground for discipline problems. Recently, though, the school's reputation has improved in the educational community. Our state evaluation agency suggested our school be the model school for the district. Other alternative schools have sprouted in the area, partially due to the success of Central High.

One of our successful programs is News 101, created by CBS affiliate KRQE in Albuquerque. News 101 provides video production opportunities for high school classes in the Southwest. Locally, our program is sponsored by the DWI (Driving While Intoxicated) Task Force of McKinley County. To start the program for the 1998-99 school year, this agency granted the school approximately $30,000 to buy equipment, with the stipulation that the class produce public service announcements (PSAs) for the prevention of substance abuse.

As the instructor of video production, communications, and language arts at Central High School, I was eager for my students to seize this opportunity. One of my students' projects, a four-minute teen drama on whether cigarettes are cool, was awarded second place in an antismoking contest called "The Truth Unfiltered," part of the International Student MTV Awards. A class visit to a radio station produced a thirty-second radio PSA against smoking, which won third place in the audio category of the same contest. The successful completion of their video projects—and their winning awards—helped to transform the News 101 students. Unlike other schools we do not offer extracurricular activities, and we have no sports program. With a taste of success through the News 101 program, students, some of whom felt like outsiders or misfits in the traditional public school, were ready for more.

I was not surprised at how the students responded to using technology. Some had little interest in

Lou McCall (kneeling, center) with students from Central High School's video production class

academics but lit up like light bulbs when they plugged into anything electronic. After years of being a grind, school was now fun, challenging, and social, and the curricular content that addressed risky behavior made sense in the context of their lives. Every time we acquired new equipment, such as a camera or scanner, the students forgot that they didn't like to read and solved problems by consulting the user's manual. Many of my students did not have the communication skills to take a phone message or make a polite business call. Yet by contacting technical support and setting up interviews with local business people, they improved these skills, developed a sense of competence, and felt less alienated from the education system. I have seen them blossom tremendously with the use of the Internet and video cameras.

The subjects the students were researching were innovative and effective for reaching youth who hadn't been successful in traditional educational settings.

One outcome of the success of our News 101 program is that we started a journalism class. Our school newspaper, *The Fast Times*, is a sixteen-page, color tabloid that addresses some thorny social issues, not what most people would expect from a high school publication.

This year our newspaper class of Navajo, Zuni, and Hispanic students is working with Mike Mayo's middle school journalism class in the Boston area, using BreadNet to conduct a writing exchange. The project is called "From Rez to Red Line," and the journalism students from each of the schools will be contributing as correspondents to the newspaper at the other school. The schools have remarkable similarities and differences. Many of the urban students come from other countries, are economically disadvantaged, and are learning English. Many students in Gallup, near the Reservation, experience similar problems in a rural environment.

The skills I found myself teaching and the subjects the students were researching (healthy versus risky behaviors) were innovative and effective for reaching youth who hadn't been successful in traditional educational settings. The language and context of American textbooks were like foreign turf to them; I found our school's alternative program very effective for drawing out unhappy teens. The hands-on, gratifying process of producing a product, such as a video or a newspaper, was a viable way for them to learn communication skills. At the same time, they were internalizing the lessons about making smart, healthy choices.

However, as a new teacher, I knew there was something missing. As time went by I realized that the success my students had was entirely fortuitous. I did not know anything about strategies, assessments, standards, or benchmarks. I was busy as a new teacher getting through each day and loving it, hoping students were learning important lessons. When required to produce curriculum maps for my classes to illustrate how I was integrating standards-based learning, I froze. The jargon of standards seemed written in code. In the summer of 2000, a newer, less complex set of standards was adopted by the New Mexico Board of Education. This set was far less intimidating than its predecessor. Prefacing the standards were ten guiding principles about learning and teaching which underlie all the content standards and offer good advice for any teacher. They were comprehensive and much easier to understand. I started to crack the code.

My own classes, with which I was still experimenting, provided vital opportunities to think about standards, or possibly even exceed them. One of the language arts content standards says simply, "Students will use literature and media to develop an understanding of people, societies and the self." That works. When my journalism students correspond with students in Boston and submit articles to their newspaper, they are indeed using high-tech media to explore other peoples and other societies. In the process, they learn much about themselves. And my video students who produce PSAs to prevent substance abuse are applying "grammatical, metaphorical, or rhetorical devices to inform and persuade others," another performance standard.

In all schools, where every teacher builds a bridge, I see that integrating standards-based education is invaluable. I am now at the point where I appreciate the standards as a guide to drive my curriculum. I'm not teaching from a "cookbook" that someone else wrote, but I'm finding ways to make connections between my methods and the standards. From there it is a small step to write lesson plans that teach to the assessment.

Lou McCall earned a bachelor's degree in fine arts in filmmaking from the Art Institute of Chicago in 1985 and is currently working on a master's in teaching at Western New Mexico University. She recently completed her first summer in the Bread Loaf program at the New Mexico campus. Her interests include painting and poetry.

Aligning Electronic Exchanges with Standards: An Interview with Gail Denton

Editorial Note: Gail Denton's students enjoy a variety of electronic writing exchanges, including partnerships with other middle school students, university students, preservice teachers, and volunteer adults in her home community. At the 2001 Conference of the South Carolina Council of Teachers of English, I interviewed Gail concerning her use of electronic exchanges in the middle school curriculum.

Chris Benson
BLTN Editor
Bread Loaf School of English

CHRIS: Can you describe the structure and parameters of an exchange?

GAIL: They vary widely. I have had all my students involved in exchanges before, up to one hundred that is, and that's probably too many. I have done exchanges linking students across the curriculum and across grades. Last year I set up an exchange between an eighth grade class and a sixth grade class. I like to set up exchanges that last for twelve weeks, but I know teachers who have had exchanges for the entire school year. It depends on what you are looking for. The twelve-week exchange seems to be the minimum amount of time needed to allow exchange partners to form enough trust to respond to written work and to accept the responses constructively. It takes a while to develop such a relationship. In a twelve-week exchange, the students exchange about ten responses. It's a sustained and focused project.

CHRIS: Do you always use literature as the focus of the writing in the exchange?

GAIL: Not always. I have designed writing exchanges between my middle school students and university students who are preservice teachers. In that case, the purpose of the exchange was to provide information to preservice teachers and to allow them to get to know a student. For my students, of course, the exchange provided an audience for their writing. And my students were encouraged to think critically about their education and their goals. They asked, for example, "What courses did you take in high school?" or "How are classes in college different from the classes you had in high school?" or "Here's the career I'm thinking about. Do you have any suggestions about courses I should take?" Even though my students are four years away from college, they're very interested in the answers to those questions.

CHRIS: Do you have specific writing prompts each week for your students, or do you allow them to write whatever is on their minds?

GAIL: My first exchange was open-ended, and my eighth graders and even most of the university students had difficulty with that aspect. The students talked about *The Titanic* the first week, and they talked about it the second week, and they talked about it the third week. We seemed to be stuck, and the correspondence got shorter and shorter. Students eventually lost interest in the project because the purpose for the communication was missing. So, I began giving extended writing prompts, which provide the structure that the students need initially. I ask the students to respond to a topic by writing two paragraphs, but they are free to write more, and as the exchange goes forward, the students voluntarily begin to write about other things. I also allow "free" responses periodically so they can write about anything they want to. Students are always being made to write on topics chosen by their teacher, and students tire of a steady diet of assigned topics, which is why so many students don't like to write. So I try to give them a blend: writing prompts for structure when they need it and freedom to write on topics of their own choice because they need that too.

CHRIS: Do you think it helps if you know the teacher on the other end of the exchange beforehand?

GAIL: Yes, I do. If you personally know your colleague on the other end of the exchange, you know a lot about his or her methods and philosophy and whether you will have compatible activities in the project; otherwise, you will have to figure that out in the process of doing the exchange. So knowing your colleague on the other end saves time. I'm not saying that

Gail Denton at the 2001 Conference of the South Carolina Council of Teachers of English

you can't do a successful exchange without knowing the other teacher personally, but I think the likelihood of having a successful exchange is increased if you do. I have dozens of students involved in exchanges right now, and at some point something will go wrong—it always does. And we have to be willing to adjust, regroup, and go forward. Sometimes that flexibility is difficult to achieve if you don't know the person. I've seen it from both sides, and I think that knowing the person is helpful.

CHRIS: How do exchanges figure in the standards movement? Is it hard to justify an exchange in the curriculum?

GAIL: I think one reason teachers are intimidated by the standards is that they think curriculum standards are something new, something extra. They aren't really new. Good teachers have always had goals and objectives, which are linked to class activities, and those activities are linked to assessment of students' work. The email exchange is just another classroom activity that is linked to goals and objectives. There has been more emphasis on standards lately. I've looked at previous exchanges to determine their alignment with standards. In each project, exchange activities support more than forty percent of the primary curriculum standards. If the curriculum standards are used in planning an exchange, however, the percentage can climb to more than eighty percent, and standards can help the teacher plan a more well-rounded language arts program for the students. I don't sit down with the standards and think of an activity for each one. But I refer to them periodically to make sure I am giving my students all I can, and, ultimately, that step enriches the program. Referring to the standards as a guide prompts me to think more creatively about email exchanges as a learning activity. It also helps me see what I may be inadvertently omitting from the curriculum. I don't think that all classroom instruction has to be aligned with the standards, however. We have to give some decision-making rights to the teacher because the teacher knows the particular student in a particular environment at a particular time—and that may not need to be dictated by a standard. For example, in the last year I have been trying to work out how to use a voice recognition computer program so that students who are extremely deficient in the language arts area can be included in more of the class activities. Well, I don't see anything specific about using a voice recognition program in the standards, but does that mean I shouldn't use it? Of course not. I use the standards as a guide in designing a more complete course of language arts for the year, but the students' needs must always be the primary consideration.

CHRIS: Which standards are addressed in the process of doing an exchange?

GAIL: The most obvious area is in writing. The whole writing process can be covered with an exchange. Students compose a draft and then go to the computer lab to revise, type, and email their messages. When their partners respond, they will respond in turn, so they are practicing reading comprehension in the process. Also an exchange is a form of publishing the students' work, and that is recommended in the standards. You really get everything in the writing process through an exchange.

CHRIS: What about literature?

GAIL: Let's say, for example, in class we discuss a character's motivation. And maybe we do this in small groups in the classroom, but that could be done just as well with an exchange partner on line. If we do it on line in an exchange forum, we are getting the literature analysis, and we are hitting some of the technology standards, too. We are also reaching an audience beyond the classroom, and I think that's extremely important. My students are very interested in what students beyond our school are thinking. They are very interested in knowing what activities those other students are doing at their schools, and what they think about the literature.

CHRIS: Does the exchange slow down the study of literature or the practice of writing?

GAIL: It does slow it down, which can be a disadvantage: if my class goes to the computer lab this week to post messages, and our exchange partners go next week, then two weeks can pass between the correspondence. And if we're covering a novel in three weeks, perhaps the correspondence isn't quite as meaningful. So I like for the exchanges to occur more frequently. The answer is obvious: we need more computers that are accessible more frequently. I'd like to explore the possibility of obtaining grants to purchase keyboarding notepads or laptops that students can use in the classroom on a regular basis because scheduling time in a computer lab is difficult. I want my students to have frequent written exchanges, with clear purpose, and with audiences beyond our classroom.

Gail Denton is an eighth grade language arts teacher at Riverside Middle School in Greer, South Carolina. A graduate of Furman University with a bachelor's degree in English and a master's in education, Gail has taught in Greenville County for fourteen years. She regularly publishes articles on classroom research and recently became co-director of the Upstate Writing Project.

BLTN State Meeting Reports

Alaska

The most exciting Alaskan news is that BLTN Fellow Pat Truman has been named Alaska's Teacher of the Year (see article on page 17). The entire BLTN network extends its congratulations to Pat.

The most important issue in the state is the Alaska High School Qualifying Exam, which is in its second year of implementation. At state meetings and on line, Bread Loafers are discussing issues relating to the release of the first results of the test. Alaska Bread Loafers were active in the test committees that convened during summer 2000. Student scores were particularly low in writing and math. Talk is already being generated at the state level concerning the implications of the test and the possibility of postponing it as a requirement for graduation in 2002.

Alaska Bread Loafers are awaiting the publication of *Standard Implications*, a book about best practices including fourteen narratives by Bread Loafers. Work began on the project under the guidance of Scott Christian at a writers' conference in February, 2000. Annie Calkins and Scott edited the book and it is being printed currently. Another writing conference for Bread Loafers is planned for February 22-25, 2001, with hopes of producing another collection of edited narratives and essays on educational topics.

Scott Christian is currently working on a grant project focused on preparing indigenous teachers. JoAnn Ross Cunningham and Pauline Evon are mentor teachers in the project.

Linda Volkman, Pat Truman, and Sondra Porter teamed to create a class on teaching writing and meeting state standards. Linda and Sondra are currently teaching the course in the Mat-Su District.

The annual Alaska Literacy/Reading Conference was held in mid-October in Juneau, and Bread Loafers were present in abundance at every presentation. Most of the group met for dinner at the Fiddlehead Restaurant after the conference to plan an audio or face-to-face meeting in the spring.

Arizona

The Arizona BLTN fall meeting was held in Sierra Vista, Arizona, on September 23, 2000. It was hosted by the Sierra Vista School District. Special guests were Dixie Goswami, Superintendent Renae Humburg of Sierra Vista, and Window Rock High School student September Etsitty. September and her teacher, Mary Lindenmeyer, shared the experiences gained during the Plato Exchange, a telecommunications exchange between Morgan Falkner's students in Rio Rico and Mary's in Fort Defiance. Dixie led discussions on the changing face of BLTN, cultural aspects of an exchange, and assessment. Renae Humburg shared her thoughts on the growing role of superintendents and administrators in BLTN and how they have supported BLTN teachers. Ceci Lewis organized and oversaw the Arizona English Teachers Association (AETA) Fall Conference on September 22 and 23 at Ft. Huachuca. Many educators, including Bread Loaf teachers and administrators from Arizona and New Mexico attended. Dixie Goswami was the keynote speaker. Juanita Lavadie, Susan Stropko, Renae Humburg, and other Bread Loafers made presentations at the conference. Tombstone High School student Seren Helday and Window Rock High School student September Etsitty presented with Dixie Goswami. Susan Miera, Joy Rutter, Terry Kimball, Sylvia Saenz, Mary Lindenmeyer, Vicki Hunt, and Karen Humburg attended the conference.

Colorado

Colorado Bread Loafers met for their fall meeting on September 30, 2000, in the western slope community of Montrose, Colorado, where new Fellows finally had the chance to meet veterans. The first meeting of the 2000-2001 school year included seven new fellows, and energetic discussions ensued about "best practices" in language arts classrooms.

Colorado Fellows shared plans for electronic writing exchanges held in the fall and discussed using page-to-stage classroom activities to enrich the study of literature. Tentative plans were made to convene in Denver with students for a drama workshop. Enlisting the assistance of the Bread Loaf ensemble and other professional troupes interested in working with schools was discussed.

Discussion of uniting the BLTN Fellows of Colorado led to plans for a statewide BLTN exchange to address a component of the Colorado Student Assessment Program test, which all Colorado students take in February. Students involved in the exchange will pick their best five pieces of writing and share why they chose them.

The highlight of the meeting was an engaging presentation by Lucille Rossbach and her students Terri and Dan who presented their work in the Pass the Poetry exchange, a writing exchange including Tammy Van Wyhe, her students, and Chris Benson.

Plans were made to prepare a Bread Loaf/Colorado presentation at the Colorado Language Arts conference in Colorado Springs on March 8-10. A group of Fellows will present the effects of Bread Loaf classes on their teaching, the uses of BreadNet, and the impact of classroom exchanges on students' abilities in reading and writing.

Georgia

The Georgia fall BLTN meeting was held December 1, 2000, at Unicoi State Park in Helen, during the weekend of the Georgia Conference of English Teachers. The following were present: Dixie Goswami, Chris Benson, Judy Kirkland, Carolyn Coleman, Julie Rucker, Rosetta Coyne, Terri Washer, and Cathy Magrin.

Discussion centered on the possibility of attending the national BLTN meeting in Santa Fe in May. Several Fellows expressed interest in attending meetings with the South Carolina BLTN group in the spring.

Carolyn Benson assembled a Georgia report that includes Georgia Fellows' exchange proposals and contact information. The report was distributed at the meeting.

Each member summarized progress with writing exchanges planned for this year. Rosetta Coyne reported she had won the Woman of Achievement Award in Valdosta, and she was invited to speak at the Georgia Teacher of the Year program in May to highlight her work at Bread Loaf. Julie Rucker reported that she will be the conference director for the Georgia Council of Teachers of English (GCTE) meeting. Alan Perry of GCTE attended the meeting to discuss additional program proposals for the February conference. After the meeting, Terri Washer, Julie Rucker, and others worked with Chris Benson on a proposal to NCTE.

Kentucky

Kentucky Bread Loafers met October 21, 2000, in Louisville with members of the Department of Education and Dixie Goswami as guests. Funding for 2001 for Bread Loaf Fellows was a key item of discussion at the meeting. Starr Lewis from Kentucky Department of Education spoke about the roles she sees Fellows assuming, as regional writing consultants, as cluster leaders, and in conjunction with the various Writing Project affiliates in Kentucky. Fellows reported on the progress of their various exchanges and had time to discuss successes, setbacks, and possible new directions.

Tim Miller and Joan Haigh were invited to attend the state Writing Program Advisory Board Meeting held on November 6, 2000, to thank the board for its support of Bread Loaf Fellows and to present information on professional development opportunities available through Bread Loaf. The importance of the collegial nature of the summer programs, the network of contacts made there, and the ongoing exchanges were part of the morning discussion.

In December at the conference "All Children Can Learn," Kentucky teachers reviewed how education reform has changed Kentucky schools; Starr Lewis was a panelist at this conference and several Bread Loaf Fellows attended. On February 9 and 10, 2001, the Kentucky Council of Teachers of English conference was held in Louisville, and Bread Loaf Fellows presented a panel discussion about using technology to set up effective student writing exchanges with real audiences. Kentucky Bread Loaf Fellows held their spring state meeting during that weekend.

Mississippi

Mississippi Bread Loafers are involved in exciting projects. Renee Moore is active in a conference on line about the advantages and disadvantages of separating English courses for advanced and gifted students. Renee was also invited to participate in the teacher research project administered by Bob Fecho at the University of Georgia; in addition Renee is working on a chapter to be included in a book edited by Chris Benson, Bette Davis, and Karen Mitchell. Peggy Turner has worked with Susan Miera (NM) on *The Crucible* and is now doing a *Huck Finn* exchange with Julie Rucker (GA) and Susan. Her students also responded to short stories by students in Joann Ross Cunningham's classes in Alaska. Patricia Parrish's students continued their involvement in "Going Wild," a nature writing exchange, with Sylvia Saenz's students in Arizona. Mississippi BLTN members plan to meet in March with Dixie Goswami and others to develop funding strategies to bring more Mississippi teachers to Bread Loaf.

New Mexico

New Mexico members of the BLTN held their fall meeting in Taos on October 28, 2000, with twenty-one members present. Bread Loaf Director Jim Maddox attended and presented plans for moving the New Mexico Bread Loaf campus to the Institute of American Indian Arts in Santa Fe. Other presentations at the meeting ranged from portfolio assessment of student writing, to online technical problems, to New Mexico's movement toward exit examinations, to the New Mexico Council of Teachers of English. A highlight of the meeting was the presentation by Bread Loafer Dan Marano who encouraged everyone to attend the Taos Film Festival in the spring. Members overwhelmingly voted to hold the spring meeting in conjunction with the Bread Loaf Annual Conference in Santa Fe in May, 2001.

State BLTN moderator Dan Furlow urged all New Mexico Fellows to contact their representatives concerning the legislature's educational agenda, including the public school budget and teacher pay increases. All New Mexico Fellows were encouraged to use the "New Mexico Politics" folder within the state conference folder, on BreadNet, to keep each other informed of this year's political negotiations in Santa Fe.

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BLTN State Meeting Reports

(continued from previous page)

Ohio

Ohio members of the Bread Loaf Teacher Network met at South High School in Columbus on Saturday, October 28, for their fall meeting. Attendance was wonderful with only six members unable to attend. Scott Christian, Dixie Goswami, and Chris Benson attended the meeting and with Eva Howard visited several Fellows' schools on the two days prior to the meeting: Elizabeth Bruner in Dayton, Elizabeth Nelson in Springfield, Cynthia Boutte in Akron and Cynthia Rucker in Zanesville. Dan Good of the Ohio Department of Education attended the meeting as well.

The Ohio Fellows reported at the Saturday meeting that they were enthusiastically participating in writing exchanges on line within the state of Ohio as well as with other BLTN members in Alaska, Arizona, Colorado, Georgia, Kentucky, New Mexico, South Carolina, Vermont, and one with a teacher on sabbatical in Greece.

Plans for a spring meeting are underway. This meeting will include students showcasing their work for members of the network and other interested people at the state department. Another item on the spring agenda is to develop strategies to begin to address in writing issues related to Ohio's state standards. Visits by BLTN staff to the schools of other members of the Ohio-Rise Fellows will complement the meeting.

South Carolina

The South Carolina fall meeting of the BLTN was held at Waccamaw High School in Pawleys Island, October 13–14. Important issues discussed included the announcement from the South Carolina Department of Education that $5,000 fellowships will be offered for three teachers who wish to attend BLSE during the summer of 2001 as well as $2,500 to returning Fellows. The returning Fellows will also be aided by matching funds from BLSE with a supplement from Write to Change.

Another important agenda item was the discussion of an outreach strategy within the state to bring teachers to day-long workshops in writing and technology, as well as a week-long workshop for credit for the inclusion of additional teachers interested in learning techniques for online conferencing. Plans were discussed for involving the BLTN Fellows in collaboration with other state organizations, such as South Carolina Council of Teachers of English (SCCTE), to strengthen "teacher voice" in educational issues.

The South Carolina Fellows met again on Friday, January 20, 2001, at the annual meeting of the SCCTE to discuss recruiting teachers to apply for Bread Loaf fellowships. Middle school teachers were especially encouraged to apply. They also planned the final meeting of the school year, which will take place on April 21, 2001, at Northwest Middle School in Travelers Rest, and will include presentations by South Carolina students.

Vermont

The Vermont BLTN Fellows met in November in Middlebury at St. Mary's School. Several important issues were on the agenda. The first was a discussion of strategies for approaching Vermont's Department of Education for funding to bring teachers to Bread Loaf and to provide professional development for teachers. A second item on the agenda was initiating outreach efforts by the Vermont BLTN group to bilingual schools in Lawrence, Massachusetts. The group also expressed interest in planning a visit to the school founded by Nancie Atwell in Maine. Finally, the group discussed pros and cons of in-service and professional development practices at Vermont schools.

Governor Howard Dean and Education Commissioner David Wolk have made a commitment to teacher training and professional development, and the Vermont BLTN group took initial steps to take a leadership role in the state's initiatives, especially those involving teacher-research and integrating technology into the language arts curriculum.

The annual spring meeting of the Bread Loaf Teacher Network will be held at the Radisson Santa Fe, in Santa Fe, New Mexico, Friday through Sunday, May 4-6, 2001. Over sixty Fellows from all parts of the Network and the U.S. will attend the three-day event.

BLTN Moderators for 2000-2001

Alaska—Sondra Porter, University of Alaska Southeast, Sitka AK

Arizona—Karen Humburg, Tombstone High School, Tombstone AZ

Colorado—Maria Roberts, Peetz Plateau School, Peetz CO

Georgia—Harlem Middle School, Harlem GA

Kentucky—Joan Haigh, Danville High School, Danville KY

Mississippi—Patricia Parrish, Sumrall Attendance Center, Sumrall MS

New Mexico—Dan Furlow, Clayton High School, Clayton NM

Ohio—Eva Howard, Preble Shawnee Middle School, Camden OH

Jason Leclaire, Bradford High School, Bradford OH

South Carolina—Ginny DuBose, Waccamaw High School, Pawleys Island SC

Vermont—Douglass Boardman, Lamoille Union High School, Hyde Park VT

Coordinator of Moderators—Karen Mitchell, University of Alaska Southeast, Juneau AK

Co-directors of Bread Loaf City Teacher Network—Lou Bernieri, Phillips Academy, Andover MA; and Hazel Lockett, Clifford J. Scott High School, East Orange NJ

Curriculum Standards Available On Line

Readers interested in the curriculum standards of the ten target states of the BLTN may find them and related material through links on the Web sites listed below.

Alaska: http://www.eed.state.ak.us/qschools/standards.html

Arizona: http://www.ade.state.az.us/standards/contentstandards.htm

Colorado: http://www.cde.state.co.us/index_stnd.htm

Georgia: http://www.glc.k12.ga.us/qstd-int/homepg.htm

Kentucky: http://www.kde.state.ky.us/oapd/curric/Publications/Transformations/trans.html

Mississippi: http://www.mde.k12.ms.us/curriculum/

New Mexico: http://sde.state.nm.us/divisions/learningservices/schoolprogram/standards/csnb.html

Ohio: http://www.ode.state.oh.us/ca/Ohio_standards.htm

South Carolina: http://www.state.sc.us/

Vermont: http://www.state.vt.us/educ/stand/page3.htm

Announcements

On February 3, 2001, at the Oliver School (a Bread Loaf Community Writing and Publishing Center), in Lawrence, MA, the **Andover Bread Loaf** Lawrence Teacher Network in collaboration with BLTN and the Lawrence Public Schools offered a professional development conference for 125 teachers and administrators from throughout the city. The conference, facilitated by ABL Director **Lou Bernieri**, was titled "Inspiring Writing." **Beverly Moss** was the keynote speaker. Andover Bread Loaf and BLTN guests included **Dixie Goswami**, **Jim Maddox**, **Hazel Lockett**, **Robert Baroz**, **Traci Saxton**, and **Mike Mayo.**

Janet Atkins and **Anne Shealy** presented "The Life around Us" at SCCTE in Charleston, January, 2001. Their presentation recounts a telecommunications exchange on the poetry of Denise Levertov and Mary Oliver, funded by NEH and Bread Loaf.

Dean Woodring Blase published "A New Sort of Writing: E-Mail in the E-nglish Classroom" in the November 2000 issue of *English Journal.*

Bread Loaf professor **Bob Fecho** coordinated the University of Georgia's "Practitioner or Teacher Researchers as Inquiring Travelers," funded by Arthur Vining Davis. The grant supports inter-school visits among over sixty-five teachers during school year 2000-01. The following Bread Loafers participate: **Janet Atkins**, **Chris Benson**, **Mary Burnham**, **Kate Carroll**, **Scott Christian**, **Bette Davis**, **Karen Mitchell**, **Renee Moore**, **Marcella Pixley**, **Rosie Roppel**, and **Ellen Temple**.

Gail Denton presented a session at SCCTE in Charleston, January 20, 2001. She will present "Mystery and Magic" at the NCTE conference in Birmingham in March, an arts and English integration project. Gail will serve as co-director of the recently chartered Upstate Writing Project for South Carolina.

Mary Guerrero was named the Lawrence, Massachusetts, Teacher of the Year.

Eva Howard received the Ashland Golden Apple Achiever award in the summer of 2000. At the National Board Certified Teacher Meeting in Orlando in October, 2000, she presented "A Slice of Bread Loaf: Using Technology to Motivate Reluctant Middle School Students" and "University Partnerships and National Board Facilitation."

Vicki Hunt was named Executive Secretary of the Arizona English Teachers' Association.

Ceci Lewis was conference coordinator for the Arizona English Teachers' Association, which took place on September 23, 2000, in Sierra Vista.

The Navajo Nation Rural System Initiative awarded **Mary Lindenmeyer** a grant to travel with a team of teachers from Window Rock High School to visit Lincoln Park High School in Chicago, Illinois, to explore integrated interdisciplinary team teaching. Mary also received a Michael Jordan Grant to purchase speakers, overhead projectors, a digital camera, a scanner, and other technical equipment.

On September 8, 2000, ten members of the Native Writers Group held a public reading of short stories and poetry at the Tuzzy Library in Barrow, Alaska. **Mary Jane Litchard** coordinated the reading.

In fall of 2000, **Patricia Parrish** was awarded National Board Certification in the area of Early Adolescence/English Language Arts. In January, 2001, she received the Alan R. Barton Excellence in Teaching Award, given by Mississippi Power.

Tamarah Pfieffer was named to the Executive Board of the Arizona English Teachers Association as Northern Arizona Director.

"What about Our Girls? Considering Gender Rules with Shabanu" was published by **Colleen Ruggieri** in the January, 2001, issue of *English Journal*. She presented "Chapbooks and Change" at the 2000 fall conference of the Ohio Council of Teachers of English and Language Arts (OCTELA). She has also been appointed to serve as the Secretary OCTELA for the upcoming year. Colleen was named as Ohio's Outstanding High School Language Arts Educator for 2000-2001 school year by the Ohio Council of Teachers of English Language Arts.

Anne Shealy received a $6,000 grant from the South Carolina Department of Education to improve reading abilities of seventh grade students.

Molly Sherman received a $1,000 grant from the Fairbanks North Star School District for "Stories Into Sounds," a series of student writing projects that will be turned into radio essays. Molly is teaching fifth grade this year at Wood River Elementary in Fairbanks.

Tammy Van Wyhe's article entitled "A Passion for Poetry: Breaking Rules and Boundaries with Online Relationships" appeared in the November 2000 issue of *English Journal*. The article details the first several months of a BreadNet exchange involving students in Kenny Lake, Alaska, and Idalia, Colorado. **Chris Benson** served as online poet in residence.

Terri Washer presented "Internet Exchanges: Real Classroom Exchanges" and "Can This Be Done in the English Classroom?" at the November, 2000, NCTE Conference in Milwaukee.

Special Announcements

The Greenville County School District in South Carolina will provide fellowships of $5,000 for five teachers to attend Bread Loaf in 2001, beginning a three-year partnership that will bring at least thirty teachers to Bread Loaf. The partnership extends an existing network of South Carolina teachers, many of whom are funded by the South Carolina State Department of Education. BLTN staff and experienced members of the network will offer workshops on teaching with technology and demonstrations of BLTN partnerships and exchanges to Greenville County teachers.

BLSE received a generous research conference grant from the Spencer Foundation to support studies and publication on teacher research on language and cultural diversity as a positive resource in schools and communities. In June 2000, at Bread Loaf-Vermont, about seventy-five teacher researchers and their mentors met to report on their inquiries, to form research teams and to develop research aqendas around issues of language and cultural diversity, especially as they are reflected in BreadNet exchanges. A number of teacher research conferences are in progress on BreadNet; a group of teacher researchers will meet March 1 at a special session preceding the Penn Ethnography Forum to analyze data they have collected so far. Research for Action will host the Bread Loaf teacher research session in Philadelphia, led by Eva Gold of RFA and several members of the Bread Loaf faculty and staff. Susan Lytle, Diane Waff, Marty Rutherford, and Judy Buchanan will join the group. Inquiries will continue on BreadNet, and the Bread Loaf teacher researchers will meet in May in Santa Fe or at one of the four Bread Loaf campuses during the summer of 2001. Electronic and print publications are planned.

The Ohio Department of Education will continue a partnership begun in 1999 by providing fellowships for twenty-two Ohio teachers to study at Bread Loaf in 2001. Ohio-Rise teachers are increasingly visible as resources in the state and throughout the network.

Professional development and classroom practice are designed with Ohio standards and assessment in mind: a major emphasis is on documenting benefits to teachers and students. A spring meeting to begin the process of publishing Ohio-Rise teachers' narratives about their BLTN work is being planned.

Bread Loaf Fellows

Since 1993, the following teachers have received fellowships to study at the Bread Loaf School of English through generous support from the Annenberg Rural Challenge, the DeWitt Wallace-Reader's Digest Fund, the Educational Foundation of America, Middlebury College, the Plan for Social Excellence, Inc., and the state departments of education of Alaska, Kentucky, Ohio, and South Carolina.

FELLOW	SCHOOL	SCHOOL ADDRESS
Alaska		
Christa Bruce	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Marilyn Bock	Palmer High School	1170 W. Arctic Ave., Palmer AK 99645
Rob Buck	Benson Secondary School	4515 Campbell Airstrip, Anchorage AK 99507

Patricia Carlson	Lathrop High School	901 Airport Way, Fairbanks AK 99701
Scott Christian	University of Alaska-Southeast	Bill Ray Center, 1108 F St., Juneau AK 99801
JoAnn Ross Cunningham	Haines High School	P.O. Box 1289, Haines AK 99827
Shona DeVolld	Kenai Central High School	9583 Kenai Spur Hwy., Kenai AK 99611
Samantha Dunaway	Nome Beltz High School	P.O. Box 131, Nome AK 99762
Hugh C. Dyment	Bethel Alternative Boarding School	P.O. Box 1858, Bethel AK 99559
Pauline Evon	Kwethluk Community School	Kwethluk AK 99621
Patricia Finegan	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Sue Hardin	Petersburg High School	Box 289, Petersburg AK 99833
Allison Holsten	(formerly of) Palmer High School	1170 W. Arctic, Palmer AK 99645
M. Heidi Imhof	Nome Elementary School	P.O. Box 131, Nome AK 99762
Fargo Kesey	Egegik School	General Delivery, Egegik AK 99579
David Koehn	(formerly of) Barrow High School	P.O. Box 960, Barrow AK 99723
Joe Koon	Bethel Regional High School	P.O. Box 1211, Bethel AK 99559
Danielle S. Lachance	Hydaburg City Schools	P.O. Box 109, Hydaburg AK 99922
Andrew Lesh	(formerly of) Akiuk Memorial School	Kasigluk AK 99609
Mary Litchard	Ilisagvik College	P.O. Box 749, Barrow AK 99723
Susan McCauley	Glacier View School	HC 03 Box 8454, Palmer AK 99645
Geri McLeod	Glacier Valley Elementary School	10014 Crazy Horse Dr., Juneau AK 99801
Sandra A. McCulloch	Napaskiak Bia Elementary School	General Delivery, Bethel AK 99559
Ali Gray McKenna	Juneau Douglas High School	10014 Crazy Horse Dr., Juneau AK 99801
Taylor McKenna	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Rod Mehrtens	Matanuska-Susitna Borough Schools	125 W. Evergreen, Palmer AK 99645
Norman Milks	Saint George School	1 School St., Saint George AK 99591
Karen Mitchell	University of Alaska Southeast	11120 Glacier Hwy., Juneau AK 99801
Natasha J. O'Brien	Ketchikan High School	2610 Fourth Ave., Ketchikan AK 99901
Maria Offer	Angoon School	P.O. Box 295, Angoon AK 99820
Mary Olsen	Sand Point High School	P.O. Box 269, Sand Point AK 99661
Clare Patton	Revilla High School	3131 Baranof Ave., Ketchikan AK 99901
Prudence Plunkett	Colony High School	125 W. Evergreen, Palmer AK 99645
Sondra Porter	University of Alaska Mat-Su Campus	Trunk Rd., Palmer AK 99645
Karin C. Reyes	Juneau Douglas High School	10014 Crazy Horse Dr., Juneau AK 99801
Mary L. Richards	Gruening Middle School	9601 Lee St., Eagle River AK 99577
Rosie Roppel	Ketchikan High School	2610 Fourth Ave., Ketchikan AK 99901
Dianna Saiz	Floyd Dryden Middle School	10014 Crazy Horse Dr., Juneau AK 99801
Jill E. Showman	Voznesenka School	P.O. Box 15336, Fritz Creek AK 99603
Sheri Skelton	Shishmaref School	General Delivery, Shishmaref AK 99772
Janet Tracy	East Anchorage High School	4025 E. Northern Lights, Anchorage AK 99508
Patricia A. Truman	Palmer Middle School	1159 S. Chugach, Palmer AK 99645
Kathleen Trump	Susitna Valley Junior/Senior High School	P.O. Box 807, Talkeetna AK 99676
Tamara VanWyhe	Kenny Lake School	HC 60 Box 224, Copper Center AK 99573
Linda Volkman	Colony Middle School	HC 01 Box 6064, Palmer AK 99645
Trevan Walker	Ketchikan High School	2610 Fourth Ave., Ketchikan AK 99901
Claudia Wallingford	(formerly of) Gruening Middle School	9601 Lee Street, Eagle River AK 99577
Joanna L. Wassillie	Tuluksak High School	Togiak AK 99678

Arizona

Priscilla Aydelott	Monument Valley High School	P.O. Box 337, Kayenta AZ 86033
Timothy Aydelott	Monument Valley High School	P.O. Box 337, Kayenta AZ 86033
Evelyn Begody	Window Rock High School	P.O. Box 559, Fort Defiance AZ 86504
Sylvia Barlow	Chinle Junior High School	P.O. Box 587, Chinle AZ 86503
Sabra Beck	Marana High School	12000 Emigh Rd., Marana AZ 85653
Kyril Calsoyas	Seba Dalkai School	HC 63 Box H, Winslow AZ 86047
Celia Concannon	Rio Rico High School	1374 W. Frontage Rd., Rio Rico AZ 85648
Jason A. Crossett	Flowing Wells High School	3725 N. Flowing Wells Rd., Tucson AZ 85705
Morgan Falkner	Rio Rico High School	1374 W. Frontage Rd., Rio Rico AZ 85648
Christie Fredericks	Tuba City Public High School	P.O. Box 67, Tuba City AZ 86045
Chad Graff	(formerly of) Monument Valley High School	P.O. Box 337, Kayenta AZ 86033
Karen Humburg	Tombstone High School	P.O. Box 1000, Tombstone AZ 85638
Amethyst Hinton Sainz	(formerly of) Catalina Foothills High School	4300 E. Sunrise Dr., Tucson AZ 85718
Vicki V. Hunt	Peoria High School	11200 N. 83rd Ave., Peoria AZ 85345
Beverly Jacobs	Marana High School	12000 Emigh Rd., Marana AZ 85653
Nancy Jennings	(formerly of) Ganado Intermediate School	P.O. Box 1757, Ganado AZ 86505
Rex Lee Jim	Diné College	Tsaile AZ 86556
Terry D. Kimball	Patagonia High School	P.O. Box 254, Patagonia AZ 85624
Cecelia Lewis	Tombstone High School	P.O. Box 1000, Tombstone AZ 85638-1000
Mary Lindenmeyer	Window Rock High School	P.O. Box 559, Fort Defiance AZ 86504
Jill Loveless	Globe Junior High School	501 E. Ash St., Globe AZ 85501
James Lujan	Ganado Intermediate School	P.O. Box 1757, Ganado AZ 86505
Paisley McGuire	Patagonia High School	P.O. Box 254, Patagonia AZ 85624
Jody K. McNelis	(formerly of) Santa Cruz Valley Union H. S.	9th and Main St., Eloy AZ 85231
Kevin T. McNulty	(formerly of) Calabasas Middle School	220 Lito Galindo, Rio Rico AZ 85648
Janet Olson	(formerly of) Chinle Elementary School	P.O. Box 587, Chinle AZ 86503
Robin Pete	Ganado High School	P.O. Box 1757, Ganado AZ 86505
Tamarah Pfeiffer	Ganado High School	P.O. Box 1757, Ganado AZ 86505
Lois Rodgers	Patagonia High School	P.O. Box 254, Patagonia AZ 85624
Joy Rutter	Window Rock High School	P.O. Box 559, Fort Defiance AZ 86504
Sylvia Saenz	Sierra Vista Middle School	3535 E. Fry Blvd., Sierra Vista AZ 85635
Stephen Schadler	Rio Rico High School	1374 W. Frontage Rd., Rio Rico AZ 85648
Nan Talahongva	(formerly of) Hopi Junior/Senior High School	P.O. Box 337, Keams Canyon AZ 86034
Judy Tarantino	Ganado Intermediate School	P.O. Box 1757, Ganado AZ 86505
Edward Tompkins	Lake Havasu High School	2675 Palo Verde Blvd., Havasu City AZ 86403
Risa Udall	St. Johns High School	P.O. Box 429, St. Johns AZ 85936
Maria Winfield	Sierra Vista Middle School	3535 E. Fry Blvd., Sierra Vista AZ 85635

Colorado

Renee Evans	Miami Yoder School District	420 S. Rush Rd., Rush CO 80833
Stephen Hanson	Battle Rock Charter School	11247 Road G., Cortez CO 81321
Sonja Horoshko	(formerly of) Battle Rock Charter School	11247 Road G., Cortez CO 81321
Ginny Jaramillo	(formerly of) Guffey Charter School	1459 Main St., Guffey CO 80820
Mary Juzwik	(formerly of) Ganado Middle School	6717 S. Boulder Rd., Boulder CO 80303
John Kissingford	(formerly of) Montrose High School	P.O. Box 10500, Montrose CO 81402

Joanne Labosky	(formerly of) Lake George Charter School	P.O. Box 420, Lake George CO 80827
Douglas Larsen	Crestone Charter School	P.O. Box 400, Crestone CO 81131
Nancy Lawson	Montrose High School	P.O. Box 10500, Montrose CO 81402
Joan Light	Montrose High School	P.O. Box 10500, Montrose CO 81402
Melinda Merriam	Delta High School	1400 Pioneer Rd., Delta CO 81416
Jimmie R. Phillips	Cedaredge Middle School	360 N. Grand Mesa Dr., Cedaredge CO 81413
Bonita L. Revelle	Moffat County High School	900 Finley Ln., Craig CO 81625
Maria Roberts	Peetz Plateau School	311 Coleman Ave., Peetz CO 80747
Lucille Rossbach	Idalia High School	P.O. Box 40, Idalia CO 80735
Sharilyn Smith	Cheraw High School	P.O. Box 159, Cheraw CO 81030
Heidi J. Walls	Durango High School	2390 Main Ave., Durango CO 81301

Georgia

Carolyn Coleman	West Laurens High School	338 Laurens School Rd, Dublin GA 31021
Rosetta Coyne	Brooks County Middle School	Quitman GA 31643
Jane Grizzle	Ware County Middle School	2301 Cherokee St., Waycross GA 31501
Judith Kirkland	Harlem Middle School	375 W. Forrest St., Harlem GA 30814
Catherine K. Magrin	Union County High School	446 Wellborn St., Blairsville GA 30512
Elizabeth McQuaig	Fitzgerald High School	P.O. Box 389, Fitzgerald GA 31750
Julie Rucker	Irwin County High School	149 Chieftain Circle, Ocilla GA 31774
K.C. Thornton	Ware County Middle School	2301 Cherokee St., Waycross GA 31501
Terri Washer	Crossroads Academy	5996 Columbia Rd., Grovetown GA 30813

Kentucky

Scott E. Allen	Sebastian Middle School	244 LBJ Rd., Jackson KY 41339
Joan M. Altman	Nelson County High School	1070 Bloomfield Rd., Bardstown KY 40004
Lea Banks	(formerly of) Washington County High School	601 Lincoln Park Rd., Springfield KY 40069
Sheryl M. Ederheimer	Butler Traditional High School	2222 Crums Ln., Louisville KY 40216
M. Patricia Fox	Scott High School	5400 Taylor Mill Rd., Taylor Mill KY 41015
Alison Hackley	Grayson County High School	240 High School Rd., Leitchfield KY 42754
Joan Haigh	Danville High School	203 E. Lexington Ave., Danville KY 40422
Laura Schmitt Miller	Meade County High School	938 Old State Rd., Brandenburg KY 40108
Timothy J. Miller	Worthington Elementary School	800 Center St., Worthington KY 41183
Peggy Dinwiddie Otto	Hancock County High School	80 State Route 271 S., Lewisport KY 42351
Rebecca A. Slagle	Fern Creek Traditional High School	9115 Fern Creek Rd., Louisville KY 40291
Patricia Watson	Floyd County Schools	Prestonburg KY 41653

Mississippi

Brad Busbee	(formerly of) Ocean Springs High School	406 Holcomb Blvd., Ocean Springs MS 39564
William J. Clarke	(formerly of) Shivers High School	P.O. Box 607, Aberdeen MS 38730
Leslie Fortier	Jones Junior High School	1125 N. 5th Ave., Laurel MS 39440
Carolyn Hardy	R. H. Watkins High School	1100 W. 12th St., Laurel MS 39440
Myra Harris	Pascagoula High School	2903 Pascagoula St., Pascagoula MS 29567

William E. Kirby	Hattiesburg High School	301 Hutchinson Ave., Hattiesburg MS 39401
Sharon Ladner	Gautier High School	4307 Gautier Vancleave Rd., Gautier MS 39553
Judith Lawrence	Kemper County High School	P.O. Box 429, Dekalb MS 39328
Renee Moore	Broad Street High School	P.O. Box 149, Shelby MS 38774
Terri Noonkester	(formerly of) Hawkins Junior High School	523 Forrest St., Hattiesburg MS 39401
Patricia Parrish	Sumrall Attendance Center	P.O. Box 187, Sumrall MS 39482
Patsy Pipkin	Oxford Junior High School	409 Washington Ave., Oxford MS 38655
Peggy Turner	Saltillo High School	Box 460, Saltillo MS 38866
Penny Wallin	(formerly of) Jones Junior High School	1125 N. 5th Ave., Laurel MS 39440

New Mexico

Kim Bannigan	(formerly of) Rio Rancho High School	301 Loma Colorado, Rio Rancho NM 87124
Anne Berlin	Church Rock Elementary School	43 Challenger Rd., Church Rock NM 87311
Wendy Beserra	(formerly of) Deming Public Schools	501 W. Florida, Deming NM 88030
Veronica C. Bowles	Pecos Elementary School	P.O. Box 368, Pecos NM 87552
Jennifer K. Brandt	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501
Erika Brett	Gadsden High School	6301 Hwy. 8, Anthony NM 88021
Carol Ann Brickler	Pecos Elementary School	P.O. Box 368, Pecos NM 87552
MaryBeth Britton	Pecos High School	P.O. Box 368, Pecos NM 87552
Dorothy I. Brooks	(formerly of) Ojo Amarillo Elementary School	P.O. Box 768, Fruitland NM 87416
Lorraine Duran	Memorial Middle School	Old National Rd., Las Vegas NM 87701
Ann Eilert	(formerly of) Los Alamos High School	300 Diamond Dr., Los Alamos NM 87544
Karen Foutz	Newcomb Middle School	P.O. Box 7973, Newcomb NM 87455
Daniel Furlow	Clayton High School	323 S. 5th St., Clayton NM 88415
Emily Graeser	Bernalillo High School	P.O. Box 640, Bernalillo NM 87004
Janice Green	Mosquero Municipal Schools	P.O. Box 258, Mosquero NM 87746
Annette Hardin	Truth or Consequences Middle School	P.O. Box 952, Truth or Consequences NM 87901
Diana Jaramillo	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501
Susan Jesinsky	(formerly of) Santa Teresa Middle School	P.O. Box 778, Santa Teresa NM 88008
Glenda Jones	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501
John Kelly	Shiprock High School	P.O. Box 6003, Shiprock NM 87420
Roseanne Lara	Gadsden Middle School	Rt. 1, Box 196, Anthony NM 88021
Juanita Lavadie	(formerly of) Yaxche School Learning Center	102 Padre Martinez Ln., Taos NM 87571
Leslie Lopez	Native American Preparatory School	P.O. Box 260, Rowe NM 87526
Jeffery M. Loxterman	Tohatchi Middle School	P.O. Box 322, Tohatchi NM 07325
Timothy Lucero	Robertson High School	5th & Friedman Streets, Las Vegas NM 87701
Carlotta Martza	Twin Buttes High School	P.O. Box 680, Zuni NM 87327
Betty Lou McCall	Gallup Central High School	325 Marguerite St., Gallup NM 87301
Theresa Melton	Tse'Bit'ai Middle School	P.O. Box 1873, Shiprock NM 87420
Arlene Mestas	Bernalillo High School	P.O. Box 640, Bernalillo NM 87004
Alma Miera	(formerly of) Memorial Middle School	947 Old National Rd., Las Vegas NM 87560
Susan Miera	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501
Gary Montaño	(formerly of) Carlsbad High School	408 N. Canyon, Carlsbad NM 88220
Deborah Morillo	(formerly of) Laguna Middle School	P.O. Box 268, Laguna NM 87026
Barbara Pearlman	Hot Springs High School	P.O. Box 952, Truth or Consequences NM 87901
Jane V. Pope	Lovington High School	701 W. Ave. K, Lovington NM 88260
MacNair Randall	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501

Virginia Rawlojohn	Estancia High School	P.O. Box 68, Estancia NM 87016
Stan Renfro	Wingate High School	P.O. Box 2, Fort Wingate NM 87316
Lisa K. Richardson	Alamo-Navajo Community School	Alamo NM 87825
Chad C. Rucker	Tohatchi High School	P.O. Box 248, Tohatchi NM 87325
Zita Schlautmann	Bernalillo High School	Box 640, Bernalillo NM 87004
Norma Sheff	Hatch Elementary School	Hatch NM 87937
Philip Sittnick	Laguna Middle School	P.O. Box 268, Laguna NM 87026
Lauren Thomas Sittnick	Laguna Middle School	P.O. Box 268, Laguna NM 87026
Bruce R. Smith	Jemez Valley High School	8501 Highway 4, Jemez Pueblo NM 87024
Marilyn Trujillo	Taos Day School	P.O. Drawer X, Taos NM 87571
Helen N. Wintle	Wingate High School	P.O. Box 2, Fort Wingate NM 87316
Michelle Wyman-Warren	Mountainair High School	P.O. Box 456, Mountainair NM 87036
Terry Wyrick	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501

Ohio

Vivian M. Axiotis	Boardman High School	7777 Glenwood Ave., Youngstown OH 44512
Dean Blase	Indian Hill High School	6845 Drake Rd., Cincinnati OH 45243
Cynthia Boutte	Riedinger Middle School	77 W. Thornton St., Akron OH 44311
Elizabeth Bruner	Miami Valley School	5151 Denise Dr., Daytona OH 45429
Joanna M. Childress	Washington County Career Center	Rt 2, Marietta OH 45750
Judith Ellsesser	South Webster High School	P.O. Box 100, South Webster OH 45682
Anne Elrod	Chagrin Falls High School	400 E. Washington St., Chagrin Falls OH 44022
Jason Haap	Purcell Marian High School	2935 Hackberry St., Cincinnati OH 45206
Jamie Heffner	New Richmond Exempted Village Mid. Sch.	1135 New Richmond Rd., New Richmond OH 45157
Eva Howard	Preble Shawnee Middle School	5495 Somers Gratis Rd., Camden OH 45311
Lorrie C. Jackson	Linden-McKinley High School	1320 Duxberry Ave., Columbus OH 43211
Jason Leclaire	Bradford High School	712 N. Miami Ave., Bradford OH 45308
Elizabeth Nelson	Shawnee High School	1675 E. Possum Rd., Springfield OH 45502
Amanda O'Dell	Lakewood High School	4291 National Rd., Hebron OH 43025
Su Ready	Seven Hills Middle School	5400 Red Bank Rd., Cincinnati OH 45227
Cynthia Rucker	Maysville High School	2805 Pinkerton Rd., Zanesville OH 43701
Colleen Ruggieri	Boardman High School	7777 Glenwood Ave., Boardman OH 44512
Bernard Safko	Solon High School	33600 Inwood Dr., Solon OH 44139
Michael Scanlan	Ripley Union Lewis Huntington Jr./Sr. H. S.	1317 S. Second St., Ripley OH 45167
Mickie Sebenoler	South High School Urban Academy	1160 Ann St., Columbus OH 43206
Jennifer Skowron	Wooster High School	515 Oldman Rd., Wooster OH 44691
Sara Thorburn	Mansfield Senior High School	314 Cline Ave., Mansfield OH 44907
Mandy G. Walden	Wooster High School	515 Oldman Rd., Wooster OH 44691

South Carolina

Janet Atkins	Northwest Middle School	1606 Geer Highway, Travelers Rest SC 29690
Michael Atkins	Blue Ridge High School	2151 Fews Chapel Rd., Greer SC 29651
Polly E. Brown	Belton-Honea Path High School	11000 Belton Hwy., Honea Path SC 29654
Victoria Chance	Travelers Rest High School	115 Wilhelm Winter St., Travelers Rest SC 29690
Raymond Cook	Goose Creek High School	1137 Redbank Rd., Goose Creek SC 29445

Diane M. Crenshaw	Dixie High School	Box 158 1 Haynes St., Due West SC 29639
Gail R. Denton	Riverside Middle School	615 Hammett Bridge Rd., Greer SC 29650
Ginny DuBose	Waccamaw High School	2412 Kings River Rd., Pawleys Island SC 29585
Monica M. Eaddy	(formerly of) Mayo High School	405 Chestnut St., Darlington SC 29532
Nona Edelson	(formerly of) Waccamaw High School	2412 Kings River Rd., Pawleys Island SC 29585
Barbara Everson	Belton-Honea Path High School	11000 Belton Hwy., Honea Path SC 29654
Doris Ezell-Schmitz	Chester Middle School	112 Caldwell St., Chester SC 29706
Anne Gardner	(formerly of) Georgetown High School	P.O. Box 1778, Georgetown SC 29442
Joyce Summerlin Glunt	(formerly of) Hunter-Kinard-Tyler High School	Box 158, Norway SC 29113
Linda Hardin	Beck Academy of Languages	302 McAlister Rd., Greenville SC 29607
Tracy Hathaway	(formerly of) Robert Smalls Middle School	43 Alston Rd., Beaufort SC 29902
Corinthea A. Jones	Marlboro County High School	951 Fayetteville Ave., Bennettsville SC 29512
Priscilla E. Kelley	Pelion High School	P.O. Box 68, Pelion SC 29123
Nancy Lockhart	Homebound Tutor, Colleton School District	P.O. Box 290, Walterboro SC 29542
Robin Gibson	Calhoun Falls High School	Edgefield St., Calhoun Falls SC 29628
Carolyn Pierce	Cheraw High School	649 Chesterfield Hwy., Cheraw SC 29520
Anne Shealy	John Ford Middle School	P.O. Box 287, Saint Matthews SC 29135
Betty Slesinger	(formerly of) Irmo Middle School	6051 Wescott Rd., Columbia SC 29212
Elizabeth V. Wright	Ronald E. McNair Junior High School	Carver St., Lake City SC 29560

Vermont

Cristie Arguin	Northfield High School	31 Vine, Northfield VT 05663
Douglass Boardman	Lamoille Union High School	Rt. 15, Hyde Park VT 05455
Kurt Broderson	Mt. Abraham Union High School	9 Airport Dr., Bristol VT 05443
Mary Burnham	Waits River Valley School	Rt. 25, East Corinth VT 05040
Mary Ann Cadwallader	(formerly of) Mill River Union High School	Middle Rd., North Clarendon VT 05773
Suzannah L. Carr	Waits River Valley School	Rt. 25, East Corinth VT 05040
Katharine Carroll	Middlebury Union High School	Charles Ave., Middlebury VT 05753
Moira Donovan	Peoples Academy	202 Copely Ave., Morrisville VT 05661
Jane Harvey	Brattleboro Union High School	50 Fairground Rd., Brattleboro VT 05301
Ann Larkin	Orwell Village School	Main St., Orwell VT 05760
Margaret Lima	Canaan Memorial High School	1 School St., Canaan VT 05903
Suzane Locarno	Hazen Union School	Main St., Hardwick VT 05843
Judith Morrison	Hinesburg Elementary/Middle School	Hinesburg VT 05461
Kathleen Otoka	Springfield High School	303 South St., Springfield VT 05156
Bill Rich	Colchester High School	Laker Ln., Colchester VT 05446
Emily Rinkema	Champlain Valley Union High School	CVU Rd., Hinesburg VT 05461
Matthew C. Schlein	Vergennes Union High School	50 Monkton Rd., Vergennes VT 05491
Gretchen Stahl	Harwood Union High School	RFD 1 Box 790, Moretown VT 05660
Ellen Temple	Camels Hump Middle School	Brown Trace Rd., Richmond VT 05477
Vicki L. Wright	Mt. Abraham Union High School	9 Airport Dr., Bristol VT 05443
Carol Zuccaro	St. Johnsbury Academy	1000 Main St., St. Johnsbury VT 05819

At Large

Jane Caldwell	Board of Cooperative Educational Services	Dix Ave., Hudson Falls NY 12839
Pamela Edwards	Chaparral High School	414 E Ojai Ave., Ojai CA 93023
Jean Helmer	Belle Fourche High School	1113 National St., Belle Fourche SD 57717
Christine Lorenzen	Killingly Intermediate School	Upper Maple St., Dayville CT 06241
Michelle Montford	Kelly Middle School	25 Mahan Dr., Norwich CT 06360
John Rugebregt	Maria Carrillo High School	6975 Montecito Blvd., Santa Rosa CA 95409
Peggy Schaedler	East Hampton Middle School	19 Childs Rd., East Hampton CT 06424
James Schmitz	Kennedy Charter Public School	P.O. Box 472527, Charlotte NC 28247
Mohsin Tejani	Aga Khan School	Aga Khan Rd., Kharadhar Karachi Pakistan

Urban Teacher Fellows

Gabri'lla Ballard	Frederick Douglass Sr. High School	3820 St. Claude Ave., New Orleans LA 70117
Emma Brock	Anne Beers Elementary School	36 Alabama Ave. SE, Washington DC 20020
Craig Ferguson	Newlon Elementary School	361 Vrain St., Denver CO 80219
Richard Gorham	Lawrence High School	233 Haverhill St., Lawrence MA 01840
Mary Guerrero	HK Oliver School	183 Haverhill St., Lawrence MA 01841
Elizabeth Kimball	Arlington School	150 Arlington St., Lawrence MA 01841
Michael Mayo	Nativity Preparatory School	30 Raynor Circle, Roxbury MA 02120
Shana Morrison	Newlon Elementary School	361 Vrain St., Denver CO 80219
Erica Rogers	Clifford J Scott High School	129 Renshaw Ave., East Orange NJ 07017
Thomara Speight	DC Scores	1612 U St. NW, Ste 405, Washington DC 20009
Robert Tiller	McMain Secondary School	5712 S. Claiborne Ave., New Orleans LA 70125
Julie Welch-Bucceri	Leonard School	60 Allen St., Lawrence MA 01840