



TODAY

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Vermont-NEA member Michael F. Dwyer named 2004 Vermont Teacher of the Year

BRANDON -- Michael Dwyer, teacher of social studies and English at Otter Valley Union High School, has been named the 2004 Vermont Teacher of the Year.

Michael Dwyer has been an educator in Vermont for 20 years. He holds a master's degree in English from Middlebury College, and a bachelor's from Boston College, where he graduated Summa Cum Laude with majors in history and English. He taught at Mount Saint Joseph Academy in Rutland for five years before coming to Otter Valley, where he teaches and serves as social studies department head, and where he is tremendously respected.

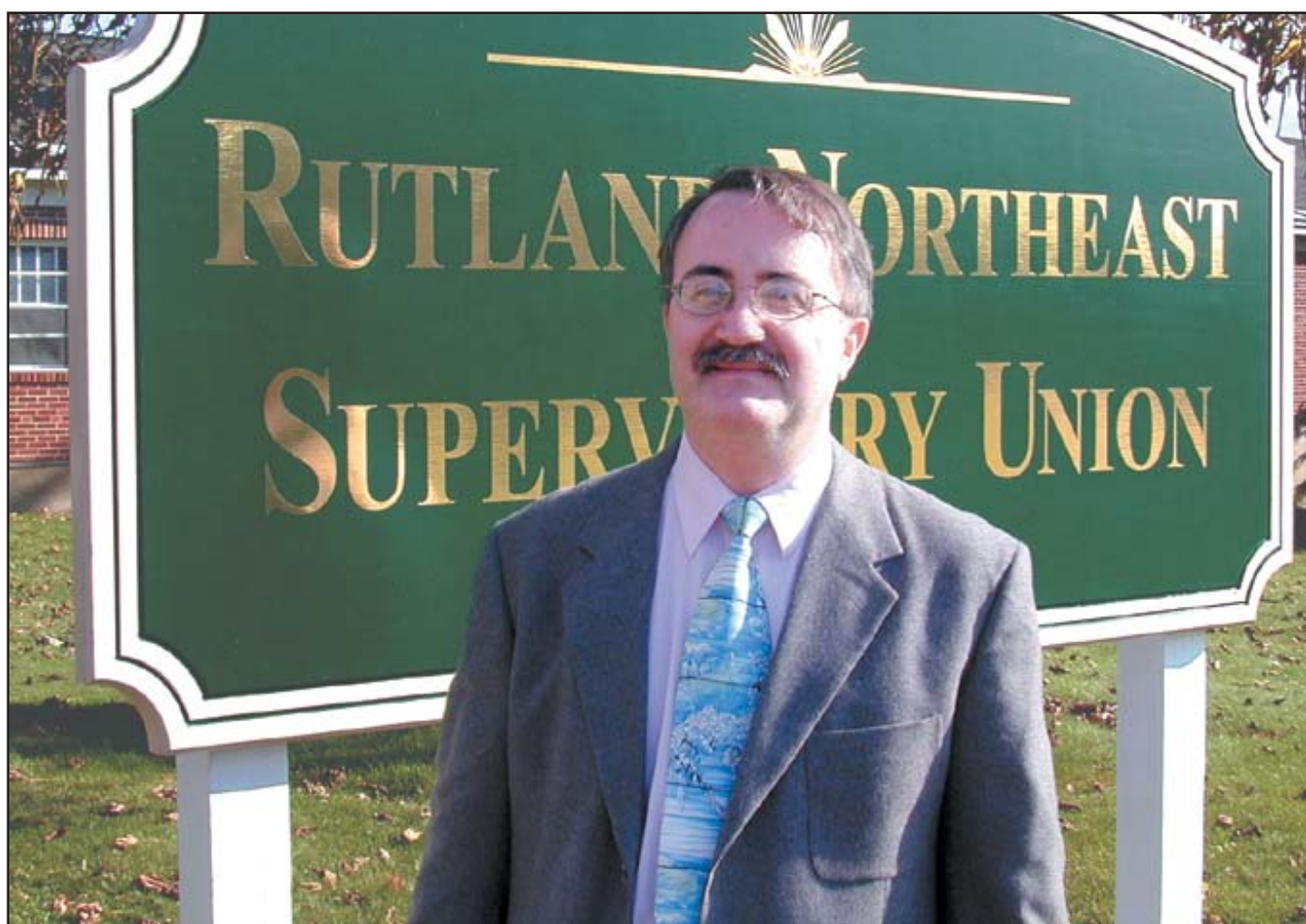
Barbara Brosnan, chair of the English Department at Otter Valley, described Michael Dwyer in a letter supporting his nomination for Teacher of the Year. "This is a remarkable teacher who is able to engage students in such a variety of ways that every one of them has a chance to learn, and then want to learn more."

In her nomination letter, Curriculum Director Jane Sarno says: "Because of Michael's phenomenal intellect, his genuine caring and respect for all students, and above all, his passion for teaching and learning, he has inspired countless numbers of students, and he serves as an inspiration to all of us in the field of education."

Principal Gary Davisson Taber also wrote a nomination letter, saying: "Michael embodies the best that we can expect in a teacher. He is committed, dedicated, kind, caring, hard-working, bright, well-educated, willing to give of himself, believing in students, and so much more."

Professional Contributions

Michael Dwyer lives his commitment to education above and beyond classroom responsibilities. As department head for Otter Valley's social studies program, he initiated a proposal to offer Advanced Placement European history, a course he has taught since its inception in 1995. In 2002, he sat on the College Board's review



Vermont Teacher of the Year Michael Dwyer describes teaching as a reciprocal relationship between teachers and students. "It's an interplay of ideas, an exchange of thought, a free flow of information," he says.

panel for that subject area, and he has been asked to be an A.P. consultant. For the past 12 years, he has chaired the Rutland Northeast K-12 Social Studies Committee, helping to develop and implement the district's first social studies assessment and working with colleagues from six schools to revise and improve the social studies curriculum across grade levels. He has been an instructor of teacher training courses at UVM, and even appears on local television teaching interesting local history.

Responsibility to Mentor

Michael Dwyer believes that mentoring new teachers is very important. "I think that, at our best, we need to be a collegial profession," he says, adding: "All of us who are veteran teachers, as we consider what the future is, need to invite people who are even considering becoming edu-

cators into our classroom to observe our practice and our craft."

Michael says he believes firmly that new teachers need to obtain the best possible education they can, but that this is only part of what is necessary. "The key piece is that they need a one-on-one connection with veteran teachers who will mentor them, not only through their student teaching, but through those critical first few years of gaining their own classroom experience."

Honors

Michael Dwyer's exceptional service as an educator has not gone unnoticed. In 1993, he was named Otter Valley's Teacher of the Year. A Daughters of the American Revolution (DAR) State Award for Teacher of American History in 1994 and a Whittemore Prize for Teaching History from the Ethan Allen Homestead

in 2000 honored his work as a history teacher. He received a Presidential Scholar's Program Teacher Recognition Award in 1998.

As Vermont's 2004 Teacher of the Year, Michael will travel statewide visiting schools and working with teachers, and he will welcome other educators to his classroom. He is also Vermont's candidate for the National Teacher of the Year award. He will represent us well.

Finalists

Congratulations also to the 2004 Vermont Teacher of the Year runner-up and other finalists: Runner-up **Timothy Brennan** of Woodstock Middle UHS; Finalist **Rebecca Carleton** of Randolph Elementary School; Finalist **Colleen Cowell** of Champlain School, Burlington; and Finalist **Holly Wyllie** of North Country Jr. High, Derby. ■

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Fix and Fund NCLB — or Forget It!



By Angelo J. Dorta

Elected officials and education policymakers ought to fix the serious technical flaws in the federal No Child Left Behind Act (NCLB) and then sufficiently fund it. Or else they simply should forget about ever getting widespread compliance from Vermont public school districts or from any other state. NCLB's misguided rules and definitions heavily stack the odds against public schools and educators. The law is too inflexible, heavy-handed, and focuses on overreaching federal regulatory procedures instead of students. Annual test scores and paperwork reviews ultimately assume more importance than the students and schools themselves.

Most significantly, NCLB threatens to undermine the public's confidence and trust in its local community schools and educators. It emphasizes school labeling and punishments and transforms earnest school improvement efforts into a name-blame-shame exercise. It embodies the wry adage, "Punishment will continue until morale improves."

No one disputes the law's stated goals: equal learning opportunities for all students, regardless of family income levels, learning disabilities, racial/ethnic heritage, etc.; continuous improvement in student achievement by all public schools; and caring, competent, and knowledgeable teachers for all students. In fact, Vermont-NEA has been supporting these goals for years, and Vermont's School Accountability System already was attending to them prior to the passage of No Child Left Behind.

NCLB will negate six years of diligent, good faith efforts by Vermont educators to understand and implement Vermont's pragmatic and defensible system of school accountability. The law mandates both reading and math tests statewide each year in grades 3-8. Precious direct instructional time is sacrificed for unnecessary additional standardized testing and development of student test-taking skills. By comparison, other academic subjects and the arts risk de-emphasis and second-class status.

NCLB unrealistically demands that 100% of students become proficient. It presumes that all children in a

school can and should make the same achievement gains within one year. It doesn't support teacher attention to the individual learning needs of each student or professional judgements based on amount of individual student progress. Apparently, student ability and motivation, parent involvement, and community investment in quality education also no longer are considered important factors in student achievement.

NCLB's statistically defective "adequate yearly progress" (AYP) indicators will cause the false identification and labeling of schools allegedly needing "School Improvement," "Corrective Action," and/or "Restructuring." Each Vermont school must pass 37 different AYP measures. If gains are insufficient in even one AYP domain for two consecutive years, then the school is identified for School Improvement and potentially for other sanctions in the future. Imagine: A school can pass 97% of its AYP accountability goals and still be sanctioned!

A scan of the early national data reveals how severely NCLB's AYP statistical methodology is skewed against public schools. In Florida and Idaho, respectively, 87% and 78% of all public schools failed to achieve at least one adequate yearly progress goal. New Jersey recently had 67% of its public high schools identified. And the list goes on: Delaware, 57%; Arkansas and Alaska, 58%; 50% in Missouri, Tennessee, and Mississippi; and 42% in Georgia.

The number of identified schools in Vermont's belated first NCLB report is not expected to be as shockingly high as in other states. However, it's only a matter of time before Vermont's number of identified schools begins to climb dramatically.

Why? Because it's statistically improbable that any Vermont school can satisfy 37 different AYP goals based on disaggregated student subgroup test scores, dropout and attendance rates, and test participation percentages year after year. Rather, due to the excessively large number of mandatory AYP measures, the likelihood increases annually that more and more Vermont schools will not achieve some of their targeted AYP goals.

NCLB also imposes an impractical federal definition of "highly qualified" teachers of "core" academics. The definition requires teachers to have a college degree (or coursework hours equivalent to a degree) suitable to their teaching assignment(s), or else obtain a passing score on a standardized test of subject knowledge. It applies to *separate* social studies (geography, history, civics, etc.) and science (biology, chemistry, physics, etc.) disciplines, as well. Thus, for example, one social studies teacher responsible for history, geography, and civic classes must hold separate degrees, or equivalent coursework hours, or

pass an academic subject test, for each social studies discipline.

The provision will severely limit schools' flexible use of fully licensed and certified teachers to instruct students in several academic subjects. Such a limitation is especially difficult for Vermont's small elementary and secondary schools in rural communities. Special educators and teachers in technical and vocational programs also face additional complications.

Over 92% of current Vermont classes already are being taught by "highly qualified" teachers. However, despite completion of state licensure and re-licensure requirements and years of successful classroom teaching, approximately 700 colleagues soon may be notified that they are not "highly qualified" teachers under the federal definition. Consequently, they will have to pass the necessary college courses or standardized tests by the end of the 2005-06 school year.

What about federal funding to implement NCLB? Although Vermont receives roughly \$50 million annually from Title I and other federal sources, full compliance with the law may generate as much as three times that amount —about \$150 million— in added school assistance costs, according to Vermont Department of Education and independent analysts. These new expenses could constitute a direct cost-shift to local school districts and local taxpayers at a time when Vermont school budgets were defeated at least 50 times last year.

Right now, federal Title I education services already are under-funded by the U.S. government and can serve only 40% of eligible students nationwide. Congressional debate is focused on an NCLB appropriation that is \$7 billion to \$9 billion below the amount authorized in the law. Therefore, NCLB is poised to become the largest under-funded federal education mandate since the mid-1970's, when Congress promised to pay 40% of special education costs. Thirty years later, Congress is providing half or less of the promised funds for our neediest disabled students.

Vermont-NEA can help fix and fund NCLB by strenuously lobbying state and local officials and education leaders to suspend full Vermont compliance until the law's serious technical and financial defects are eliminated. We will try to re-focus important attention and support for Vermont's own self-designed student testing program and School Accountability System. And, we will work with Vermont's Senators Leahy, Jeffords, and Rep. Sanders to amend harsh NCLB provisions regarding AYP, "highly qualified" teachers, and school sanctions, thereby providing public schools with flexibility to implement the law fairly and effectively and attain its worthy goals.

That is a battle and a cause worth fighting for.

Update on VTDOE & ESEA's "Highly Qualified" Provisions

By Mark Hage, Benefit Programs Director

In August's edition of *Vermont-NEA Today*, we reported on plans by the Vermont State Department of Education (VTDOE) to implement ESEA's "Highly Qualified" provisions for teachers (HQT). Here are some changes and clarifications to what we reported earlier, based on recent information from VTDOE.

Preliminary Identification of Teachers

We anticipate that VTDOE will release sometime in November its finalized HQT guidelines to superintendents. We also expect that VTDOE will notify superintendents in the same month which teachers it believes are not "highly qualified" under ESEA. Bear in mind, this is a preliminary assessment only. Earlier, the department had said it would notify teachers individually of their HQT status, but it has decided instead to release the teachers' names to superintendents first. We presume superintendents or principals will speak directly to each teacher affected, and we have asked local Association presidents to make sure that happens. As we learn more about the details of this arrangement, we'll report them to you.

Submitting Additional Documentation to VTDOE

VTDOE has informed us that teachers identified as not "highly qualified" will have at least until *some point in December* (it could be later) to respond to the department's initial HQT assessment. Teachers who believe the

department's judgement is in error will be directed to submit additional relevant documentation to VTDOE. *The dates and system governing how this documentation will be collected and analyzed is still not clear, nor do we know as yet how officials at the department will process appeals from teachers whose documentation does not persuade them to reverse their initial HQT determination.*

Veteran Elementary Teachers

Veteran elementary teachers have been asking us how much "knowledge" they have to document in each content area of the elementary curriculum (e.g., English/language arts, mathematics, science, and social studies) if they pursue the "rubric/HO.U.S.S.E." path to becoming "highly qualified." As we reported in August, elementary teachers who use the rubric do NOT need to document 100 points in each content area. However, according to VTDOE, they must complete ONE rubric and show SOME knowledge in each area. Is "some" defined for this purpose? Not yet, as far as we know.

No Effect on Teaching License

VTDOE has assured us that veteran teachers will NOT lose their license if they cannot "demonstrate" that they are "highly qualified." ESEA itself does not affect a teacher's license.

Technical and Special Educators

There are no new developments pertinent to technical education or spe-

cial education teachers. If technical educators teach courses that confer embedded credit in a core academic subject, they must be "highly qualified" in that subject, just like any other secondary educator who teaches that subject.

Special education teachers must also be "highly qualified" if they teach core academic subjects—but NOT if they are working only "in consultation" or "supporting the work" of other core academic subject teachers.

We are continuing to monitor the impact and development of ESEA's HQT provisions in Vermont on these educators. Stay tuned.

Science Courses

Here is the breakdown of science courses for which the teachers must be or become "highly qualified" under ESEA: biology, chemistry, physics, and earth science.

Vermont-NEA is doing everything it can to monitor VTDOE's actions relative to ESEA and to maintain a constructive dialogue with the department to minimize the problems for our members.

It is very important that local leaders let us know if they receive information from their administrators about Vermont's HQT provisions that contradicts what they have read in these pages or that jeopardizes the job security and public standing of teachers of core academic subjects.

When VTDOE has finalized and begins to implement its HQT guidelines, we will provide you with a full accounting of these developments.

Seize the initiative on ESEA

If local leaders have not met with their superintendents yet to discuss how the parental notification process required by ESEA's "highly qualified" regulations will be conducted, now is a critical time to do so—*before the state's HQT guidelines are released.*

We published in the October edition of *Vermont-NEA Today* and subsequently mailed to local leaders a "boiler-plate" letter that superintendents can use when communicating to parents (a) about ESEA in general and (b) about teachers of core academic subjects who are deemed not "highly qualified" under the federal law.

This letter can be used to defuse or minimize the confusion and anxiety about ESEA and its "highly qualified" provisions that may result when districts begin complying with the federal law's parental notification requirements. It was written in a format that allows it to be revised or adapted to specific conditions in each school district. A second letter also was mailed from Vermont-NEA to local leaders that should serve as a model for how superintendents can communicate to parents when identifying a specific teacher who is not "highly qualified" under ESEA.

"The important thing is that local Associations take the initiative to inform and shape local understanding about these matters so that our schools and the people who work in them don't suffer," says Vermont-NEA Benefit Programs Director Mark Hage. "Nobody will do this work if we don't. These are our public schools, our students, our curricula, our work, our communities—if we don't defend them, who will?"

If you need another copy of these letters or guidance in working with your superintendent, ask your UniServ Director for assistance.

Vermont-NEA offers PRAXIS II workshops

MONTPELIER—Beginning January 2004, Vermont-NEA is sponsoring seven statewide workshops to prepare veteran educators who choose to take a **PRAXIS II content assessment test** to meet the "highly qualified" (HQ) provisions of the Elementary and Secondary Education Act (ESEA), the so-called "No Child Left Behind Act." These workshops will run from 9 a.m. to 3 p.m.; they are free and OPEN TO MEMBERS ONLY. If you're a non-member currently, you can attend these workshops by joining your local Association.

There are more than 140 PRAXIS II tests, but the state of Vermont has approved for its purposes tests only in five content areas: 1) English Language, Literature and Composition, 2) Mathematics, 3) Social Studies, 4) Science (science teachers must complete one test in General Science knowledge, followed by subject specific tests of their choosing from the following disciplines: Biology, Earth Science, Chemistry, and Physics), and 5) Elementary Education: Content

Knowledge.

The PRAXIS II preparation workshops Vermont-NEA is facilitating will be most useful to veteran educators who teach one or more of the five core academic subjects identified above. Those who teach other core subject areas delineated in ESEA are welcome to attend, but at this time there is no PRAXIS II test approved by Vermont for your academic discipline. We'll keep you posted on new test options as they develop. The workshops also may be useful to paraeducators whose districts are using PRAXIS exams to assess the qualifications of paras who must also become "highly qualified" under ESEA.

Here is a tentative agenda:

- A review of the HQ provisions of ESEA and how to meet them
- A general overview of PRAXIS II Content Assessment Tests
- How to deal with test-taking anxiety
- Structure and content of PRAXIS tests
- Critical test-taking skills to maximize success

- Resources to prepare and study for the tests

Vermont-NEA cannot "teach" the content assessed on the PRAXIS II examinations, but we will provide you with insight into the knowledge domains and standards that are tested and the kinds of questions that are asked. We will also share with you important test-taking skills and give you strategies for dealing with the psychological pressures that such tests engender. Studies show that knowing how to take these tests and how to deal with testing anxiety significantly increase your chance of passing.

Here, again, are the dates and locations of the tests:

- Jan. 17: Hampton Inn, Winooski
- Jan. 31: Capitol Plaza, Montpelier
- Feb. 14: Holiday Inn, Rutland
- Mar. 20: Hotel Coolidge, White River
- Mar. 27: Comfort Inn, St. Johnsbury
- May 1: West Mountain Inn, Arlington
- May 1: Putney Inn, Putney

Reserve a spot by emailing emcandrew@vtnea.org or calling 1-800-649-6375.

ESEA: National Roundup

1) New Jersey Says "Not Our Schools!"

New Jersey lawmakers are continuing to speak out against the fact that 271 state high schools and 245 elementary and middle schools were identified as not meeting ESEA standards. New Jersey Governor James McGreevey has asked the federal government to overhaul sections of ESEA, and Representative Rob Andrews from New Jersey, who helped craft ESEA, is waking up to the reality of the law. Andrews is demanding a meeting with Education Department officials. "The problem is that this law, which was appropriate in concept, has become disastrous in practice."

2) Unfunded Mandates

The Secretary of Education says ESEA testing will cost \$1.9 billion dollars over the next seven years. But the General Accounting Office has reported to Congress that if states keep the current mix of tests to measure student achievement, the cost of testing will range from \$3.9 - \$5.3 billion over seven years. That represents a \$1.2 - \$2.6 billion shortfall. According to NEA, these costs don't cover expenses associated with tracking test data by subgroups, measuring student attendance and reporting the information collected by school, district and state officials.

3) Bailing Out Edison with Teachers' Pension Funds

The 120,000 members of the Florida Education Association were not pleased to learn recently that their state's \$93 billion retirement system will use money from their pension fund to buy Edison Schools, Inc. A New York City-based corporation dedicated to privatizing public schools, Edison has piled up more than \$354 million over the past 12 years.

4) Saving Rural Schools

Governor Judy Martz (R-Montana) and Governor Bill Richardson (D-New Mexico) have written Secretary of Education Rod Paige and asked for his support in changing ESEA to meet the needs of smaller school districts. Their states, like Vermont, are predominantly rural. One of their big concerns is the law's "highly qualified" mandate, which will cause havoc in their states, where teachers often teach multiple core subjects and multiple grades.

5) NEA Lawsuit Update

NEA has been working diligently to find one or more states to act as the lead plaintiff in its planned ESEA lawsuit. NEA's Office of General Counsel is in current discussions with several states that have expressed interest in doing so and hopes to have final agreement from one or more of these states shortly.

6) New Group Takes on ESEA

Citizens for Effective Schools, a newly formed group of educators, administrators and civic leaders from

across the country, is demanding Congress rewrite ESEA. The group wants educational reform that doesn't focus on punishment, but on techniques that help schools improve. In a letter to President Bush and members of Congress, the organization said, "Instead of inducing the states to institute the necessary systemic changes, [ESEA] has caused many of them to severely lower their improvement goals. The Act's accountability system is an invitation to manipulation, permitting states to postpone major reforms and perpetuate the status quo in the name of meaningless compliance."

7) Say that Again!

"At a time when we are considering spending as much as \$87 billion to finance our ongoing military operations in the Middle East, it is entirely appropriate to ensure that we fully fund the education initiatives enacted last year."

— New Jersey Governor James McGreevey in his irate letter to Secretary of Education Rod Paige

8) PA Supt. Proposes Just Deserts

"I propose...that both chambers, the House and the Senate, be given the 11th-grade reading and mathematics examination from the Pennsylvania System of School Assessment (PSSA). I propose that the desegregated results be calculated by subgroups and published in the media. Furthermore, subgroups will be identified as Republicans, Democrats, leadership, committee membership, and majority and minority roles.

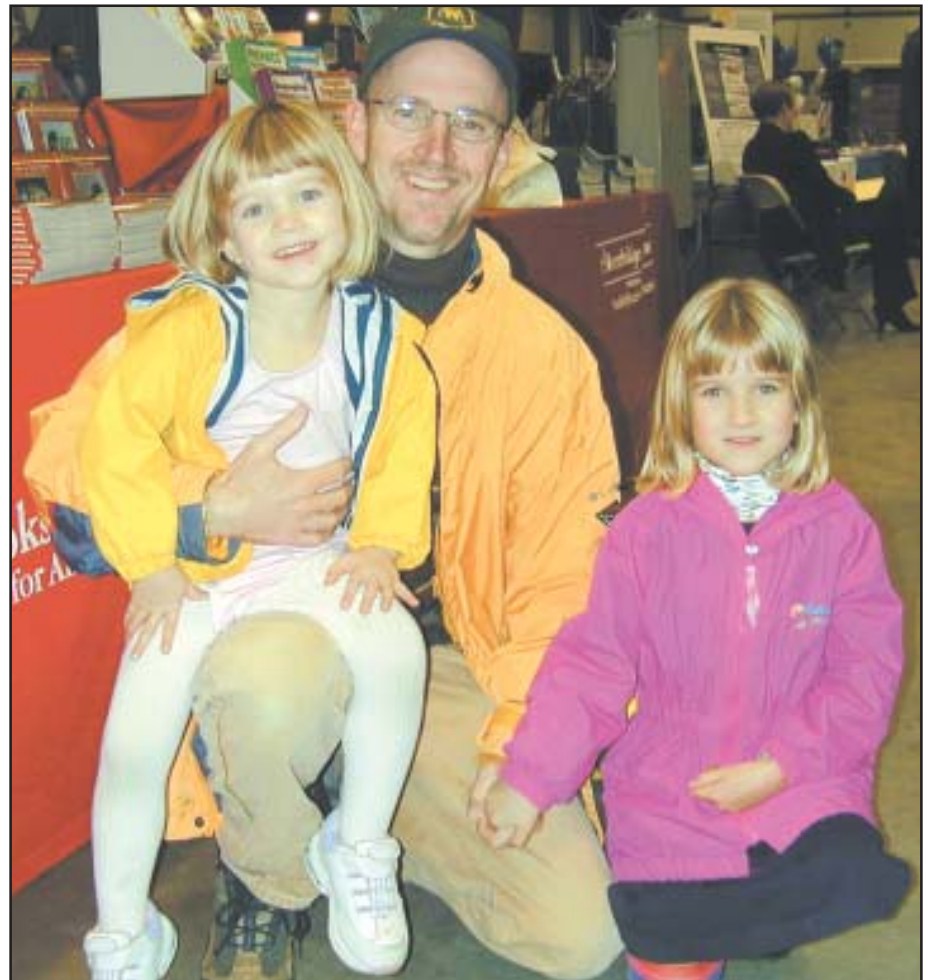
"A remediation program will be developed so that those who do not test at the proficient (college-ready) level can be brought up to level academically and be retested. Also, attendance at House and Senate sessions must be at the 95 percent level, or that chamber will be labeled as a failing legislature. Finally, 95 percent of the Senate and House must take the assessment or both chambers will be placed on the "public warning list."

"Those chambers and subgroups not meeting Adequate Yearly Progress (AYP) for the second year will be on a list called 'House or Senate Improvement I.' A third-year failure to meet AYP will result in assignment to 'House or Senate Improvement II' ...Fourth-year failures would require a recall vote to provide members of the public with the opportunity to select a better qualified leader. Fifth-year failures will result in a takeover of the General Assembly by public school educators...Oh, I almost forgot ... the 11th grade reading and mathematics assessments will be given to the Legislature in Spanish, which will be taught to House and Senate members over one to three years."

— Joseph A. Lewis, superintendent, Bethlehem (PA) Area School District ■



Harriet Worrell coached the Speakchorus backstage before their Convention General Assembly program.



Keith Brown of Flynn Elementary School in Burlington brought daughters Allie, 3 1/2, and Liz, 6, to the Convention exhibition.



Terri Vest presented a workshop for paraeducators on portfolios.

Our annual Convention: "The best yet"

Vermont-NEA Photos by Art Huse

ESSEX JUNCTION -- The annual Vermont-NEA Educators' Convention convened at the Champlain Valley Expo Centre for the second year, and the site proved again to be ideal. Unlimited parking, a spacious hall accommodating the state's largest education materials exhibit, and large workshop spaces welcomed educators from every corner of the state.

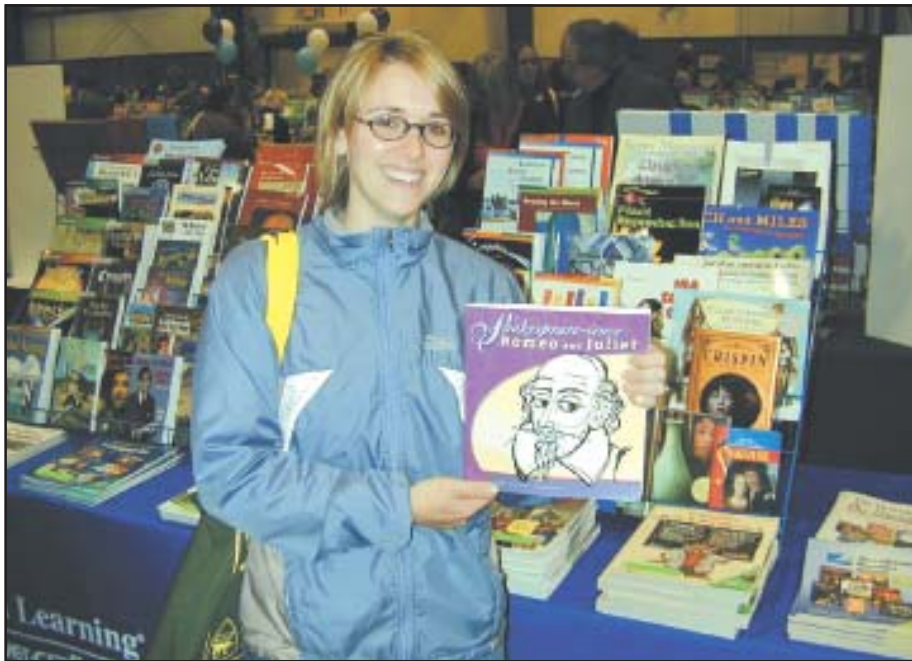
"I've been coming to Convention for 25 years and this was the best yet," said one delighted audience member as she left the Convention General Assembly where Performance Poet Taylor Mali delivered the keynote address. For an hour, he told stories and performed his poems about the joys and agonies of teaching. The crowd loved him. Harriet Worrell and her Woodstock Speakchorus opened the program, a perfect prelude to Mali.

Professional workshops dealing with support for teachers with difficult students, developing Individual Professional Development Plans, and portfolios for both teachers and ESP were among the most popular.

Changes in the works for next year include expanded workshop time and offerings and more luncheon choices. ■



It was a special moment when members of the Woodstock Speakchorus surrounded Taylor Mali after the General assembly. The Woodstock students, artists themselves, were thrilled by Taylor's performance.



Lori Lisai, grade 7-8 teacher at Lamoille Union says, "I'm going to be teaching Romeo and Juliet to eighth graders this year, and I'm trying to find good resources and new ideas about teaching writing."



Vermont-NEA Convention Co-Chair Judy Allard welcomed the General Assembly audience and introduced the Convention Planning Committee.



Bill Haines of Montpelier mans "Project Citizen," one of 21 displays by Vermont-NEA affiliates and partners.



Dick Bayer of Vermont Fish and Wildlife gives away a bird poster to Karole Van Nostrand, 6th grade teacher from St. Johnsbury.

**Tim Comolli receives
The NEA Foundation's
Christa McAuliffe Award**

WASHINGTON, D.C. — Each year, The NEA Foundation for the Improvement of Education (NFIE) presents special awards to honor its outstanding grantees. The Foundation congratulates Tim Comolli of South Burlington as the 2003 recipient of The Christa McAuliffe Award, which honors a past NFIE grantee who has contributed extraordinary service to the Foundation or its grantees and exhibited outstanding innovation in teaching and learning. The award was created to memorialize the teacher chosen by NASA to be the first private U.S. citizen to participate in a space flight, who died tragically during the space shuttle launch in January 1996.

With more than 35 years of teaching experience, Comolli exemplifies the use of technology to revolutionize teaching and learning. Currently the Imaging Lab Director in the South Burlington School System, he received The Road Ahead grant from the Foundation in 1995, and has served numerous times as a peer reviewer for the Foundation's grant programs. Comolli's grant-funded work involved the use of technology to help students create industry-standard 3D computer graphics. His efforts led to the creation of the Imaging Lab, a state-of-the-art studio where students teach the latest animation and video editing software to at-risk students, teachers, and community members.

Comolli has served as a grantee-representative for The NEA Foundation at local, state, regional, and national conferences and has provided invaluable advice and coaching to the foundation's grantees. He has received numerous national honors for his work, including National Technology Teacher of the Year in 1999, and he was featured in Who's Who Among Teachers in 1997.

Comolli will receive The Christa McAuliffe Award at The NEA Foundation's Salute to Excellence in Education Gala on December 11, 2003 in Washington, D.C. where he will be this year's featured speaker on behalf of all grantees and awardees. The gala honors public education, pays tribute to excellence in education and the dedicated members of NEA, and recognizes national and state awardees and grantees. At the event, the 2003 recipient of The NEA Foundation Award for Teaching Excellence will be announced. ■

Outstanding teachers honored at UVM

BURLINGTON -- Vermont teachers were honored on October 22nd at the University of Vermont's 23rd annual Outstanding Teachers Recognition Day. Congratulations to these Vermont-NEA members who received awards.

Kelley Alderman teaches junior high English and one senior high course at Richford Jr.-Sr. High School.

Judy Allen teaches sixth grade teacher at Essex Middle School.

Karen Ames is a teacher at the Middletown Springs Elementary School.

Jordanna Anderson teaches first grade at Porters Point School in Colchester.

Susan Ayers is a first grade teacher at Essex Elementary School.

Douglas K. Becker is culinary arts instructor at the Green Mountain Technology and Career Center in Hyde Park.

Joan Benjamin teaches grades one-three in the John F. Kennedy School in Winooski.

Sandra J. Blodgett is a primary teacher in the Waterford Elementary School.

Amanda Bodell teaches middle school living arts and health education at Mt. Abraham Union High School.

Jane Bouffard teaches instrumental music, grades four to 12, at Stowe Public Schools.

Patricia Bowen teaches math for grades five-six at Wallingford Elementary School.

JudyAnn Bremmer is a kindergarten teacher at Mettawee Community School.

Caroline Sue Brown teaches in the grade five-six classroom at Waterville Elementary School.

Rebecca Carleton teaches art to children in grades K-6 in the Randolph Elementary School.

Laurel Cecil teaches at Orwell Village School.

Chad Chamberlain is a physical education teacher at Leicester Central and Whiting School..

Justin Chapman is an English teacher at Champlain Valley Union High School.

Robin Clokey is a Browns River Middle School special educator.

Patina C. Colvin is a teacher at Rutland Town School.

James Comely is a teacher at Spaulding High School in Barre.

Donna Cook teaches at Crossett Brook Middle School in Duxbury.

Gladys Cote teaches in the East Montpelier Elementary School.

Dan Cummings is the physical education/health teacher at Barton Graded School.

Catherine (Kate) Davie is librarian at Blue Mountain Union School in Wells River.

Lucy Davine-Grenier is a kindergarten teacher at Northeast Primary School.

Richard Devine teaches science in the Barre City School District.

Steve Dowd is English teacher and co-chair of the English Department at Essex High School.

Tricia Dudley teaches at Fair Haven Union High School.

Roger Ennis teaches social studies/humanities at Randolph Union High School.

Stephen Fiske teaches at Colchester High School.

Terry Francis teaches Family and Consumer Science at Albert D. Lawton Middle School in Essex Junction.

Richard Fuller is industrial trades instructor at the River Valley Technical Center in Springfield.

Eric Gildemeister teaches social studies at Missisquoi Valley Union High School.

Ginny Gonyeau-Gutkopf is a consulting teacher at Milton Jr. High Middle School.

Laura Grant is a fourth and fifth grade multi-age teacher at the Shelburne Community School.

Kathleen Gravelle teaches first grade at the Saxtons River Elementary School.

Anne Greaney teaches science and math at Windsor Jr/Sr High School.

Stephanie Hockenbury teaches at Chamberlin School in South Burlington.

Barbara Hughes is a special education teacher at Deerfield Valley Elementary School.

Linda K. Hughes teaches high school English at Wilmington Middle/High School.

Stephanie Joyce teaches English to grades nine through 12 at the Chelsea Public School.

Karla Kane teaches mathematics at Bellows Free Academy of St. Albans.

Wendy King manages the medical and sports sciences program at the Burlington Technical Center.

Suzanne Larocque is a teacher at the Highgate Elementary School.

Steven Light is a teacher of instrumental music at Hazen Union School.

Tracy Longchamp is a fourth grade teacher at the Shoreham Elementary School.

Raymond E. Lopes is a science teacher at Rutland High School.

Melanie Maiola teaches grades

1-2 at Twinfield Union School.

Karen Noone is a special educator at Union-32.

Marcia O'Neill teaches at the Center for Technology – Essex, where she has developed the outstanding Cosmetology program.

Karen Oakes is a speech language assistant and third grade teacher at Morrystown Elementary School.

Suzanne Ordway teaches second grade at the Manchester Elementary Middle School.

Nancy Palmer is a fifth grade teacher at St. Albans City School.

C. William Petrics teaches social studies and history at Otter Valley Union High School.

Judith Pettingell teaches elementary art in the Hartford School District.

Stephanie Phillips is the lead teacher for technology at Burlington High School.

Dawn Piaseczny teaches Allied Health at the Northwest Technical Center.

Gerard Piette teaches at Glover Community School.

Patricia Pinard teaches primary and elementary grades in the St. Johnsbury School.

Becky Read teaches middle school social studies at the Hartland School.

Michael Regan is a middle school math teacher at Concord School.

Lynn Ryan is a multi-age and grade four teacher at Rutland Town School.

Robert Schermer teaches foreign languages and runs The International Exchange at South Burlington High School.

Gregory Smist is a special education advisor at the Springfield High School.

Joan Tarleton teaches social studies at Woodstock Union High School.

Amy Thivierge teaches English and language arts in grades 7 through 12 at the Poultney High School.

Maida Townsend teaches French at Winooski High School.

Susan Weed teaches middle school language arts and social studies at the Sutton Elementary School.

Christopher Whitlock teaches science at Lamoille Union High School.

Holly Wyllie teaches at North Country Junior High School in Derby.

Vermont-NEA Board votes to support Howard Dean's candidacy for President of the United States

MONTPELIER — At their November 1 meeting, the Vermont-NEA Board of Directors voted unanimously to support Howard Dean's candidacy for President of the United States. The Board issued this statement on November 3, first to Vermont-NEA members via the Association's electronic newsletter, and then to Vermont news media.

Board Statement

We are pleased to express our support for Howard Dean's candidacy. We say so precisely for the principles he espouses on the issues affecting us as educators, as citizens, as Americans.

We believe Howard Dean will protect and defend public education. He calls for proper funding of the federal special education law to assist communities help their special needs children. He will sustain us in our view that the so-called "No Child Left Behind" Act is imposing crushing burdens on children and on public school systems. In fact, Governor Dean was the first and most vocal elected official publicly and properly to denounce it as a seriously flawed and underfunded law and to question the wisdom of state compliance unless its major substantive and financial deficits are remedied.

We believe Howard Dean will act to change our health care system in ways that assure, in the realm of health

care, that no child will be left behind. We've seen what he was able to accomplish for children in Vermont. We know he will carry his advocacy on their behalf into the White House and the halls of Congress.

We believe Howard Dean respects educators and will work to protect our nation's public schools. For years, especially as his own children progressed through their public education, Howard Dean has proclaimed in public and, we know, in private that the public schools in his home community of Burlington have provided his children a wonderful education and that public schools and educators deserve gratitude and support.

As an elected official in Vermont in the 1980s, Howard Dean worked tirelessly for State funding to improve teacher salaries at a time those salaries were shamefully low, and he was our champion. As Governor in the 1990s, Howard Dean made a name for himself as a fiscal conservative, limiting public spending generally, including for public schools. We opposed him when he did that.

Vermont-NEA had real disagreements with Governor Dean, especially during his early terms, and usually over finances. The most serious difference was over a legislative proposal in 1993-94 for a statewide teachers' contract. Governor Dean, true to his fiscally conservative nature, supported the

concept. Vermont-NEA fought it, successfully. We criticized Governor Dean for his continued underfunding of the Teachers' Retirement System, and for his failure in 1995 to reappoint the pro-labor chair of the Vermont Labor Relations Board.

Differences of opinion between Howard Dean as Governor and Vermont-NEA eased in the final years of his service. Governor Dean has never wavered in his firm opposition to school vouchers. He worked successfully with Vermont-NEA to improve our retired teachers' health benefit by 60%. He signed a striker replacement bill that protects the employment rights of municipal employees, including school support staff. He supported our efforts in 1999 to achieve mandatory binding interest arbitration to resolve contract negotiation disputes. And, he joined with Vermont-NEA in 2000 to condemn his Republican opponent's phony charge of an Association "homosexual agenda" in Vermont public schools.

Howard Dean has increasingly supported our efforts and those of our members on behalf of Vermont's youth, and his constant message to the public is to support their public schools. For his record of growth in support for public education and public educators in Vermont, we support Howard Dean's candidacy for President of our nation. ■

Students form NEA chapter at UVM



These UVM student teachers attended their first Vermont-NEA Educators' Convention.

BURLINGTON — In November, the newly formed Vermont-NEA Student Chapter at UVM elected its Leadership Council for the 2003-04 school year. The Chapter's officers are: Co-Presidents Shannon Monette and Rebecca Suntheimer; Director of Communications Lindsay Webb; Secretary Anna Sciortino; and Treasurer Laura Aksdal.

The Chapter's first officially sponsored event took place on October 22 at the Vermont-NEA Educators' Convention. Taylor Mali, the four-time national slam poet champion and former educator, accepted an invitation from the Chapter and Vermont-NEA to facilitate a round-table discussion between student teachers and veterans about teaching and its meaning to those who do it. The event was unique for Taylor, who said it was something he had wanted to do for a long time, and it was well received by those who attended.

The Chapter's membership program went "electronic" in October. Shannon Monette, upon returning from the National NEA Student Convention in New Orleans in July, requested that Vermont-NEA work with NEA staff in Washington to facilitate on-line membership for UVM students. "On-line membership is a great way to get young, computer-savvy students to join the Association," she said. "I discovered in New Orleans that it's working for many other campuses around the country." Shannon was correct. The on-line system is now in full operation at UVM and membership has risen to 23,

Upcoming Association events...

December 1

Deadline for nominations for Vermont-NEA ESP award.

December 6

Vermont-NEA Board meets in Montpelier, if needed.

December 8

Deadline for January issue of *Vermont-NEA Today*.

Putney Retirement Seminar Rescheduled

The Vermont-NEA retirement seminar, which was originally scheduled for December 10, at the Putney Inn, has been rescheduled for January 14, 2004. It will be held at the Putney Inn from 4:30 until 6 p.m. It is only open to members, is free, and refreshments will be provided.

Please register in advance by calling Ellie McAndrew at 1-800-649-6375 or e-mailing her at emcandrew@vtnea.org. Seating is limited.

The NEA Foundation Announces February Grant Application Dates

All members who are practicing U.S. public school teachers in grades K-12, education support professionals, or higher education faculty and staff at public colleges and universities are encouraged to apply for NEA Foundation grants -- up to \$5,000 per project.

Apply by February 1 for *Innovation and Learning & Leadership Grants* and you will be notified by June 15. Applications are accepted on an *ongoing, year-round basis*, but proposals received after February 1 will be included in the next grant review cycle beginning June 1. Grants fund activities for 12 months from the award date.

Apply by February 2 for *Fine Arts Grants*, awarded through NEA local affiliates, to enable fine arts teachers to create and implement fine arts programs that promote learning among students at risk of school failure.

Visit www.nfie.org for complete program details, guidelines, examples of funded projects, and an application. Or call us at 202.822.7840.

OPPORTUNITIES

1/2 page AIG ad

Saturday Specials: Writing and Teaching Ideas

for Vermont Teachers K-12

Each session 9 am to 3 pm

Dec 6

UVM Waterman Manor:

Writing Across the Curriculum

- Special Guest: Professor Lee O'Dell, Rensselaer Polytechnic Institute

- Patricia McGonegal, National Writing Project and Mt Mansfield UHS

- Debbie Schlosser, National Writing Project in Vermont

What are sensible ways of assigning and assessing student writing across subjects?

Jan 10

Capitol Plaza, Montpelier:

Writing Process & Workshop

- Ruth Hall, Marion Cross ES
- Peggy Sadler, Thetford Academy

How do teachers manage diverse students and diverse assignments in today's classrooms?

Feb 14

UVM Waterman Manor:

Connecting Reading and Writing

- Louella Bryant, Mt Mansfield UHS
- Heidi Ringer, Warren ES

How can we make natural and useful links between reading and writing?

March 13

UVM Waterman Manor:

Portfolios:

Writing and Assessment

- Newton Baker, Union ES
- Ed Darling, South Burlington HS
- Ellen Temple, Camels Hump MS

What assignments can engage all students while preparing them to score well on state assessments?

Sponsored by the National Writing Project in Vermont & The Vermont Council of Teachers of English/Language Arts

Info & directions: nwpvt.org In case of bad weather, call 899-5130 or email pmcgoneg@zoo.uvm.edu

Registration Form

Registration and luncheon: \$30 per event. Register for four events: \$100
Make checks payable to National Writing Project in Vermont
Please complete this form and return to Tish McGonegal -

38 Foothills Drive Jericho VT 05465

Check the events you wish to attend:

Dec 6 Jan 10 Feb 14 Mar 13

name _____

email _____

address _____

phone _____

school _____

subject/grades I teach _____
