



Vermont-NEA

# TODAY

Website:  
www.vtnea.org

The official publication of the Vermont-National Education Association - Vol. 67, No. 6 - January 2001

**“A consummate professional, sensitive and caring human being, demanding and organized teacher, life-long learner...”**

## Congratulations to Michele Forman, Vermont’s 2001 Teacher of the Year

MIDDLEBURY -- Vermont-NEA member Michele Forman is Vermont Teacher of the Year for 2001. Forman has taught social studies at Middlebury Union High School since 1986. She is well known among Vermont-NEA members as a leader of the Vermont Alliance for the Social Studies and as political action chair for Addison county. Last year, Forman achieved National Board Certification in Adolescence and Young adulthood for Social Studies and History, the first such certification in Vermont.

A list of Forman’s professional contributions is breathtaking -- from her leadership role in revitalizing the Vermont Alliance for the Social Studies, to her work training 14 student teachers and mentoring a number of social studies teachers new to her department as well as 20 classroom interns -- from helping to design her district’s K-12 social studies curriculum and participating in revising the Vermont Social Studies Framework, to helping write National World History Standards, to serving on the State Task Force on High School Reform and as chair of the College Board History and Social Studies Academic Advisory Committee -- to name a few!

“We are very proud of the high professional profile which Michele brings to MUHS,” says Alice Berninghausen, a parent and member of the district school board. Her reaction to Forman winning the Teacher of the Year honor: “I am not at all surprised. Michele is very a special person, of the caliber to be Teacher of the Year.”

Richard “Doc” Seubert, a 30-year veteran teacher at the high school, says that Forman has been a “wonderful colleague.” He team taught with her last year. “From the first day together, I was struck by the vastness of her knowledge. There is little in the realm of the social studies that es-

capas her,” he says, “but more than just a tremendous repository of information, she exhibits an infectious passion for learning.”

In fact, Forman believes that the “current rapid accumulation of knowledge and quantum leaps in understanding make it necessary for strong teachers to engage continually in learning as well as teaching.”

True to this philosophy, Forman has immersed herself in professional development for the past 15 summers. She traveled and studied in West Africa and Korea. She studied Arabic history, literature and culture, and her interest peaked, she “became convinced that knowledge of the language would help me gain a better understanding of the history.” She learned Arabic in a strict immersion program at Middlebury College, and has returned to the Arabic School at the college for a second and a third year.

Besides the knowledge and resources these unique studies bring to Michele Forman’s classroom, students at Middlebury UHS can take a course in Arabic language and culture that Foreman offers before school, three mornings a week. About 20 students take the course each year, for no credit. And Michele teaches it, for no extra pay. “Both the students and I do this because we love learning,” says Forman.

There is another reason for Forman’s dedication, according to Doc Seubert: “Michele truly loves her students. There is little she wouldn’t do for them, from arriving early to leaving late, or making herself available at home for late night calls... This is not to say that she doesn’t have high expectations of her students. She does, but at the same time, she cares for them as human beings first and with that respect comes the encouragement and support to help kids appreciate their potential and to set goals for



**Vermont Teacher of the Year Michele Forman keeps a vibrant, welcoming classroom where students thrive.**

themselves that push them to new levels...”

Seubert points out, as well, that Michele’s affection and high regard for her students is returned, for good cause. “One of the reasons she is so loved and respected by her students is that she is such a communicator,” he explains. “She doesn’t talk down to them, but rather promotes a dialogue which honors their ideas and celebrates their uniqueness as human beings...”

Timothy Aaron Wickland, a former student of Forman’s, wrote a letter supporting her nomination as Teacher of the Year. “Through time spent working with her in the Arabic Club, in SCOHR [Student Coalition on Human Rights], and, above all, in class, I have developed enormous respect for and admiration of Mrs. Forman and all of her work...” he wrote, adding: “By speaking with other students, I have learned that I am not unique in my veneration of Mrs. Forman; she is

essentially universally respected by all students who have taken a class with her. Furthermore, nearly all have felt inspired by her teaching.”

Forman has a similar good affect on her colleagues. Says Doc Seubert: “A consummate professional, sensitive and caring human being, demanding and organized teacher, life-long learner, Michele has renewed my faith in the profession and spurred my commitment to my own students, just as she continues to motivate and inspire her own students.”

Michele Forman will represent Vermont in the National Teacher of the Year competition. The other award finalists for this year were: runner-up Shelton M. Shepherd, mathematics, Burlington High School; finalist Regina B. Quinn, mathematics and technology, Walden School; finalist Katie Sullivan, grades 3 and 4, Warren Elementary School; and finalist Janet Steward, grade 1, Morristown Elementary School. ■

### INSIDE

Vermont teacher shortage is now .....	2	Individualized Studies at Peoples Academy .....	4
Educators beware: Read your Internet use policy .....	3	Celebrate Martin Luther King Day .....	5
Vermont-NEA Purpose and Priorities .....	3	Eight achieve National Board Certification .....	6
Fairfax teacher wins Monarch Award .....	3	Nominate now for HCR Awards .....	7

**Bulk Rate  
U.S. Postage PAID  
Permit No. 30  
Burlington, Vermont**

Vermont teacher shortage is now

Vermont-NEA  
**TODAY**

Published monthly except July by Vermont-NEA, Inc. 10 Wheelock Street Montpelier, VT 05602-3737 Telephone: (802) 223-6375 FAX: (802) 223-1253 Email: today@vtnea.org Website: www.vtnea.org

President  
**Angelo J. Dorta**  
Executive Director  
**Joel D. Cook**  
Communications Director  
**Laurie B. Huse**

Subscription Price: \$6.00 per year. Vermont-NEA assumes no responsibility for claims arising in connection with products or services advertised in *Vermont-NEA TODAY*.

**BOARD OF DIRECTORS**

Vice President  
**Bonita "Bonnie" Tuscany**  
Secretary Treasurer  
**Jeff Isham**  
NEA Director  
**Wayne Nadeau**  
UniServ District I, Area 1  
**"Chip" Edwards W. Porter**  
UniServ District I, Area 2  
**Catherine "Cate" Lamb**  
UniServ District I, Area 3  
**Carol Hinchey**  
UniServ District II, Area 1  
**Lydia Alexander**  
UniServ District II, Area 2  
**Pat Vana**  
UniServ District III, Area 1  
**Philip Bailey**  
UniServ District III, Area 2  
**Jay Burnell**  
UniServ District IV, Area 1  
**Thomas J. Gallagher**  
UniServ District IV, Area 2  
**Ann Lavery**  
UniServ District V, Area 1  
**Lisa Champagne**  
UniServ District V, Area 2  
**Ann Buffum**  
UniServ District VI, Area 1  
**Corrie Palmer**  
UniServ District VI, Area 2  
**Cherrie Torrey**  
UniServ District VI, Area 3  
**Eric Weiss**

**STAFF**

General Counsel  
**Joel D. Cook**  
Associate General Counsel  
**Donna M. Watts**  
UniServ Field Staff  
**David R. Boulanger**  
**Joyce E. Foster**  
**Norman P. Bartlett**  
**Suzanne B. Dirmaier**  
**Diane F. Frey**  
**Mark L. Hage**  
Organizer  
**Ellen David Friedman**  
Benefit Programs  
**Joseph P. Blanchette**  
Secretarial Staff  
**Ellie McAndrew**  
**Sheree O. Parker**  
**Sandy Perkins**  
**Yolly Turner**  
Business Manager  
**Claude C. Janus**

The teacher shortage has hit Vermont. The Vermont Department of Education Licensing Office's most recent data tells the whole disturbing story. In 1999-2000, 315 waiver applications were approved. That figure is *double* the number of waivers granted in the prior school year. Of the 315 total waivers, 236 were granted to fill teacher positions.

Which teaching assignments are most affected? You probably can guess the overall leader: Special education constituted a whopping 50 waivers. The special education waivers spanned Early Essential Education, Intensive Special Needs, Resource Room, and secondary school special education positions.

A variety of specialist positions totaled 98 waiver approvals. Guidance counselors (23) and foreign language teachers (21) topped the list, but nearly every specialty area was impacted: library media, 15; school nurse, 12; speech and language pathologist, 10; health education, 8; physical education, 7; and school psychologist, 2. Apparently, only art teachers are in sufficient supply, at least for now.

Of the 78 "core area" waivers, 22 were needed just for mathematics teachers. However, no core area escaped untouched. The remaining teacher waivers were distributed among Early Childhood, Elementary and Middle Grades, English, Science, and Social Studies.

Certainly, Vermont's shortage of teachers with proper credentials has not reached Texas-like crisis proportions. In 1998-99, Texas waivers were issued to 19.5% of that state's public school special education teachers. 22.6% of its mathematics instructors needed licensing waivers to work in Texas classrooms.

The percentage of individuals in each Vermont school assignment who required licensing waivers is unknown, since accurate data about the total number of Vermont teachers in each licensing field will not be available until February. However, Vermont simply may be at the *beginning* of its downturn, so no one should become complacent by comparison about the long-term well-being of Vermont students and of the teaching profession. Also, no Vermont statistics yet are available about concentrations of "waiver teachers" in high poverty towns, in more rural schools, and in districts that border the better-paying states of Massachusetts and New York.

As best expressed by the National Commission on Teaching and America's Future, *every* student has the *right* to a caring, competent, and qualified teacher. Licenses and certification endorsements are basic quality assurance credentials, so Vermont education policy-makers and government officials must take action now to prevent more severe shortages of qualified and licensed teachers. The

following ideas are meant to address several aspects of Vermont's particular teacher recruitment challenges:

1. *Create a Vermont Teacher Scholarship Program* to provide tuition awards of up to \$5,000 per year to graduating high school seniors, undergraduate students, and graduate students who desire to become public school teachers. Eligibility criteria should at least include high grade point averages, faculty recommendations, Vermont residency, and enrollment in an approved teacher preparation program. Recipients would be required to work one year as full-time licensed teachers in Vermont for each year of assistance, or else pay back the scholarship money with interest.

2. *Establish a "Vermont Teachers Touch Tomorrow Network" (VT3T Network)* aimed at our most exemplary and promising secondary and college students. The goal is to provide them with sustained information, resources, and other supports necessary to attract them to public school service.

Implemented via a partnership between Vermont-NEA, the Vermont Department of Education, Vermont's state and private colleges, and UVM, State start-up money would fund speakers' travel, recruitment tasks, and meetings needed to organize high school and college chapters. Each chapter would be guided by veteran educators who deliver an articulated set of common programs and presentations. Incentives can reasonably include expedited college admission, 50% annual tuition reduction and/or progressive college loan forgiveness based upon years of Vermont teaching service, and job placement assistance. Out-of-state college student recruitment targeting New England ethnic minority students from Massachusetts, Connecticut, and Rhode Island would use the same incentives to boost diversity in Vermont's teacher workforce.

3. *Develop a "Vermont Regional Equity Assistance Program for Schools" (VT REAPS)* intended to recruit high quality, new and veteran licensed teachers to needy Vermont town schools and supervisory unions. The criteria for "needy" might focus on certification- and subject-specific teacher shortages, the percentage of teacher/principal turnover within a certain number of years, Vermont School Accountability System "Base Index" scores, and/or community poverty rates.

Teaching service in needy Vermont schools can be rewarded by progressive reductions in college loan debts, lower home mortgage rates, and/or "air time" retirement credit of up to five years provided by the State or school district. A State-funded salary subsidization pool, like the Maryland Governor's Teacher Salary Challenge Program, can lessen the obstacle of lower regional salaries by using

State dollars to augment or even match the percent of new compensation money locally negotiated. Of course, locally negotiated teacher contracts and salary schedules would determine the distribution of State matching funds for salary enhancements.

4. *Greatly expand teacher candidate recruitment into the ranks of education support personnel and into non-education workplaces.* Classroom paraeducators and other ESP members can benefit from carefully designed programs and resources to help them to obtain a college degree and to fulfill requirements necessary to become licensed educators via convenient community college and technical/vocational center providers.

So, too, can military personnel in the Vermont Air National Guard and in the Army Reserve benefit, most notably military staff who might become desired math, science, and technology specialists because of their current employment skills and knowledge. Outreach efforts to publicize teacher licensure through the State's alternative peer review process and other non-traditional routes can be strengthened, as long as the same across-the-board high standards for teacher licenses are maintained.

College tuition reductions and progressive college loan forgiveness incentives again can be useful incentives. However, a Vermont State Teachers Retirement System portability provision that permits easier school service entrances and exits with commensurate retirement credit applicable to VTSTRS and to other public/private pension plans also would help entice second/new career teacher candidates from other professions.

5. *Short-term school personnel and improvement needs might be eased with a "Vermont Veteran Educators Exchange Program for Schools."* In this case, an already employed Vermont teacher or principal secures an approved leave-of-absence to work in another school that can benefit from his/her professional knowledge, skills, leadership abilities, etc. The objective is to provide specifically limited time — perhaps one to three years — for the participant to assist the receiving school with curricula, staff development, program planning, and other tasks. In return for providing a leave-of absence to the educator, the sending school may access a menu of temporary services, staff, and/or subsidies as "compensation." Two-for-one Retirement System credit and access to the aforementioned salary subsidization pool might be meaningful incentives.

Surely, many worthy ideas exist. However, we first must abandon the public school tradition of slipshod teacher recruitment. Just as inaction was the seed of the shortage problem years ago, tomorrow's solution depends on concerted action today.

**Angelo J. Dorta, President**

**Educators Beware...**

# Get out your Internet use policy and read it again

**By Donna Watts, Associate General Counsel**

Recently, a Vermont teacher was seriously disciplined for accessing pornographic sites on a school-owned computer. While many Vermont-NEA members would quickly say that this behavior is unacceptable, others might think differently, depending on the circumstances. Was it during the work day? What kind of site was it? Was anything downloaded? How much time was spent visiting these sites?

There are two important things to be aware of regarding your use of a school computer and school internet access. Most schools require employees to sign an internet use policy. In addition, most schools have the ability to track where you or your computer have visited on the internet.

Internet use policies usually begin with a purpose or mission statement. These policies usually state that the purpose is educational and is to support and enhance the district's mission.

They cover students and staff, but schools may provide separate policies.

It is important to note that these policies are necessary to address potential liability issues for school districts. They may also propose broad

Many internet use policies also make it clear that your employer may monitor your email. Understand that, even if your employer does not inform you, your internet or email use may be monitored. It is the employer's system and employees should not expect privacy. This is true even if you are accessing and using your email account from a home computer for personal communication. Also be vigilant about others accessing your account.

If you have signed an internet use policy, get it out and read it again. Remember that the school district owns the system and has the right to limit use and monitor its users.

Most importantly, do not forget that these systems exist mainly for educational purposes. Let this valid and valuable reason be a guide in your use.

For further questions or to request some model use policies, please contact your Vermont-NEA UniServ Director. ■

***Your internet use is never secret. Your individual computers can be checked to see what sites have been visited.***

discipline for students and staff. Local unions should request input into, or discussions about these policies and, at a minimum, take steps to assure that any discipline for staff is tied to the master agreement.

Your internet use is never secret. Your individual computers can be checked to see what sites have been visited. School networks allow the network operator to check what sites each computer station has visited, including date and time. Some schools may have software which makes this review automatic.

***The Vermont-NEA Board of Directors has approved this "Purpose and Priorities" document to guide the direction and decisions of the Association...***

## Vermont-NEA: Our Purpose and Priorities

### Our Purpose

Vermont-NEA wants all children to have an excellent education. Our purpose is to make sure our members have a satisfying work environment where they are acknowledged for the work they perform and where the work they perform helps students do their best.

### Our Priorities

#### Student Achievement

**All students have the opportunity to achieve the highest standards they can. We support:**

- Safe, secure, and civil learning and working environments for all students and school employees
- A system that recruits and retains highly qualified and diverse educators and enhances their skills
- Adequate and equitable public school funding
- School curricula, policies, and procedures developed with local Associations

#### Association Member Well-Being

**All educators have high professional satisfaction and economic security. We stand for:**

- Excellent compensation, benefits, and working conditions for members
- Protection of the rights of educators
- High participation by members in NEA and Vermont-NEA programs and activities
- Responsiveness to changing needs of members

#### Active Membership

**Members participate in the life of the Association. We strive for:**

- Continuing growth in the number of members
- Active, well-organized, self-sustaining local and state Associations
- Good communication between Vermont-NEA and its local Associations and members

#### Public Support

**Parents, business, and the general public support public education. We work for:**

- Election of candidates for public office who share Association views on education, labor, and social issues
- Public recognition of Vermont-NEA as an advocate for excellent public schools and high student achievement
- Active and well-informed communities and policy makers who support public schools
- Consistently positive media coverage about public schools, public school employees, and their Association

## Carolyn Brooks of Fairfax wins first annual Monarch Award

**By DeeDee Jameson**

Carolyn Brooks, highly respected kindergarten teacher at BFA Fairfax Elementary School, was honored during the 149th Vermont-NEA Educators' Convention when she was presented with the first annual Monarch Award. Carolyn is a member of Vermont-NEA and of the Vermont Association for the Education of Young Children.

Presented by Vermont Educators for Developmentally Appropriate Practice (VT EDAP) -- a Vermont-NEA Affiliate -- the Monarch Award recognizes the growth a teacher demonstrates as she strives to become more developmental in planning and implementing her curriculum. VT EDAP recognized Carolyn's continuing pursuit of excellence in working with the children and families in her care.

A graduate of Denison University, Carolyn has done graduate work toward her MAT and has studied at Johnson State College. She has taught kindergarten children for over 30 years, serving children and families in both private and public settings.

Carolyn and Fairfax parents worked together to provide kindergarten for their children through the Fairfax Cooperative Kindergarten from 1983 to 1986. From 1986 to the present, Carolyn has taught public kindergarten in Fairfax.

On her own time, during the summers, Carolyn initiated the Summer School Home Visitation Project, spending time with children and their families prior to the first day of school. This program has expanded and flourished and routine home visits are, today, an on-going part of the kindergarten program in Carolyn's BFA at Fairfax classroom.

In accepting her award, Carolyn stated, "I have watched Kindergarten evolve from a mostly social experience to a social/emotional/ and strongly academic piece. Five-year-olds, I think, have pretty much remained the same. However, the culture in which our 5-year-olds are growing up has changed hugely. Let's hope childhood is never something we expect Kindergartners to outgrow."

To receive information on nominating someone for the VT EDAP Monarch award for next year, email DeeDee Jameson at: [djameson@zoo.uvm.edu](mailto:djameson@zoo.uvm.edu)

## Individualized Studies bring teachers and students closer

By Dorinne Dorfman

These days my office is a busy place. As the Individualized Studies coordinator at Peoples Academy, a public high school in Morrisville, I link teachers who are interested in alternative approaches to teaching with students who want to study a special topic or learn in a special way. For example:

- A junior enrolled in another high school needs physical education credits despite his full schedule.

- A senior who returned from a year abroad wants to earn foreign language credit by leading a cultural exchange via technology with students overseas.

- A student who has completed all graduation requirements wants to spend his year mastering high-tech design software.

- Several students in all grades want to earn additional art credits based on their work outside the classroom.

Two years ago, Peoples Academy took a giant step toward this kind of personalized student learning. The high school administration, along with guidance counselors and classroom teachers, planned "Individualized Studies," a highly structured process to enable students to learn in alternative settings.

The key to the success of Individualized Studies (IS) at Peoples Academy is the teachers. They provide the academic integrity and standards for students pursuing independent learning. Each student enrolled in IS is accountable to a teacher certified in the related subject area. My job is to bring the teacher and the student together.

Often students begin IS with a detailed plan of action and have already identified a supporting teacher. Other times, students aren't clear about the process and must brainstorm to refine study ideas before identifying a teacher who can help. The student and



*Technology teacher Kevin McCarthy (R), a teacher/advisor in the Individualized Studies program at Peoples Academy, works closely with program coordinator Dorinne Dorfman.*

I arrange to meet the teacher to discuss the plan. If the teacher agrees, the teacher becomes an advisor to the student, thereafter meeting weekly to review study progress and serving as a resource and the evaluator of the student.

At Peoples Academy, teachers are asked to take one student during the school year, though most agree to supervise more. Usually the teacher has worked with the student in the classroom and is enthusiastic to continue the learning relationship.

Some students arrange Community Based Learning (CBL) experiences, such as volunteering, job shadowing, or interning, with the help of Cassandra Thomas, our CBL coordinator. She organizes learning opportunities off campus, helps students and parents complete necessary forms to secure the experience, and oversees student progress at the CBL placements. As in all study plans, the teacher/advisor must approve this component worthy of academic merit and assess its achievement.

Both Cassandra and I spend much of our time on the phone and in meetings with students and parents. We receive weekly reports from the teachers and call parents to report on their children's progress. This frees teachers from the time-consuming, but essential follow-up for IS students.

As with teaching, teacher/advisors assess students according to their assignments based upon the coursework. IS students must perform to the teacher/advisors' standards, document their progress in a weekly journal, create a final product based on their study, and present oral exhibition to a panel demonstrating their accomplishments.

Peoples Academy English teacher Andrea Fournier advises three students. "My most successful IS student wasn't feeling very good about her abilities as an English student," explained Fournier. "This program was a way for her to get credit and restore her confidence. She is spending three hours a week with second graders reading to them. In addition to that,

she's keeping careful records on the children's literature she's reading, and assessing the books in terms of their appeal to young children."

Fournier says her biggest complaint as a teacher is that she doesn't have the opportunity to work with an individual student. "If my IS students were students in my classroom, I would not be able to give all three of them the time they need, not with twenty other students there.

"To me, IS is very rewarding. It affirms that I have the ability to work with an individual child. That's probably the best part of it for me. I don't find it that much of a time tax. I use the background knowledge I already have."

This fall the student response to our IS program has been tremendous. With over 50 studies underway in grades 8 through 12, I am now matching students and teachers for the spring semester.

Technology teacher Kevin McCarthy has required all his students to enroll in Individualized Studies to design their own learning plans. Together, we can draw upon students' interests as a starting point in their education.

Not long ago, a freshman with a full schedule met with me to discuss his study ideas during lunch in the cafeteria. As we talked, a sophomore enrolled in the program joined the conversation. The freshman asked his friend, "Is this easier than taking a class?" The IS student replied, "No, it's definitely not."

Other students confirm this. Any students interested who think they've found an easy way out soon discover the expectations and scrutiny are at least as thorough as in the classroom.

For more information on the Individualized Studies at Peoples Academy, feel free to contact me. Email: [dorinne.dorfman@morrisville.org](mailto:dorinne.dorfman@morrisville.org)

## "Saturday Specials" bring teachers together

*In her November 22 New York Times piece, "Teachers Find Toughest Task Is Learning From Each Other," Anemona Hartocollis wrote of a major challenge for educators in New York and elsewhere, too: "The system has failed to create a culture in which they [teachers] all feel like part of a team, where older teachers feel valued and younger ones see a future."*

*In several areas of Vermont, teachers are coming together for just this kind of association, talking and learning together, sharing their vision, their energy and their good classroom practices.*

### Specials Spice Up the Winter

This winter, the Vermont Council of Teachers of English Language Arts, the National Writing Project in Vermont, and the Bread Loaf Teacher Network will co-sponsor three day-long opportunities for teachers. The fifth annual Saturday Specials will bring teachers together for workshops in UVM Waterman's Grace Coolidge Room, with a luncheon in UVM's faculty dining room, Waterman Manor. The 9 am to 3 pm events will feature engag-

ing classroom practices in three areas:

**Saturday, January 13 - Process Drama** (snow date January 20). Carol MacVey, actress and professor at the Bread Loaf School of English and the University of Iowa, will demonstrate "a tool box of performance strategies that involve every child every minute with no hierarchy of roles."

**Saturday, February 10 - Responding to Literature** (snow date February 17). A team of teacher-consultants from the National Writing Project in Vermont will demonstrate effective reading instruction ideas. Participants will try out these devices, seeing how useful they are both for standard-meeting and lifelong literacy.

**Saturday, March 17 - Poetry Writing** (snow date March 24). Poet and NWP Co-Director Geof Hewitt will lead several imaginative and transferable activities designed to create and perform original poems.

Teachers may sign up for these events by filling out or duplicating this form and sending it to Erald Medlar. Deadlines for registration are four days before each event. In case of inclement weather, call

802-899-5130 to check on the status of any of the specials.

### Registration Form

Registration & luncheon: \$15.00 for 1 event; \$25.00 for 2 events; \$35.00 for 3 events! These fees automatically include VCTELA membership for one year.

Make checks payable to Vermont Council of Teachers of English Language Arts. Please complete this form and return to Erald Medlar, 431 North Street, Burlington, VT 05401

Check events you wish to attend:  
 January 13     February 10     March 17

Name: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

School: \_\_\_\_\_

Subject/grades I teach \_\_\_\_\_

Questions?

802-899-5130 or [mcgonaga@lemming.uvm.edu](mailto:mcgonaga@lemming.uvm.edu)

## Leaders propose new business, resolutions

Local Association leaders met for Area Meetings in November and December. The meetings are a prelude to the Vermont-NEA Representative Assembly (RA) in April and offer Association members an opportunity to discuss issues concerning them and consider what Resolutions or New Business Items they wish to propose at the RA.

This new business was proposed and will be put before the RA in April:

### UniServ District I

*Moved by Terry Buehner, seconded by Karen Greene:*

That Vermont-NEA establish a new position dealing with instructional leadership and school improvement.

*Moved by Carol Willey, seconded by Terry Buehner:*

That Vermont-NEA begin an effort to obtain a designated position on the State Board of Education to be held by a currently active, licensed public

school teacher.

### UniServ District II

*Moved by Kathy Joslin, seconded by Nancy Bailey:*

That Vermont-NEA advocate for 100% health insurance coverage for retired teachers and also additional coverage for spouses domestic partners at least comparable to the health insurance currently provided to retired state employees.

These Resolutions were proposed and will be put before the RA in April:

### UniServ District VI

*Introduced by Keith Mullins, seconded by Mame Grossman:*

Add "public" before education in Resolution B-46.

### UniServ District V

*Introduced by Barry Ferraro, seconded by Lisa Champagne:*

New Resolution that advocates agency fee for all Vermont-NEA collective bargaining agreements. ■



## Approving Partnerships...

*Vermont-NEA's Partnership/Sponsorship Committee decides what organizations and events deserve support -- financial and in-kind -- from the Association. Their decisions go to the Vermont-NEA Board of Directors for final approval. In December, they approved a partnership with the Coalition for a Tobacco Free Vermont. (Seated) Bill Haines of Montpelier, Carol Willey of Essex Junction (Standing) Joyce Sullivan of Brattleboro, Tom Button of Lamoille ■*

## In Honor of the Man and His Dream: January 15, 2001

Martin Luther King, Jr. was a minister, a philosopher, a Nobel Peace Prize winner, the author of five books, and a leader of the American Civil Rights movement that ended racial segregation. Dr. King was born in Atlanta, Georgia, on January 15, 1929, and was killed by an assassin in Memphis, Tennessee, on April 4, 1968. We honor his life and legacy on the third Monday of January.

### Martin Luther King Quotes

"Education must enable one to sift and weigh evidence, to discern the true from the false, the real from unreal, and fact from fiction. The function of education, therefore, is to teach one to think intensively and to think critically."

\*\*\*

"I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident: that all men are created equal.'"

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

\*\*\*

"Injustice anywhere is a threat to justice everywhere."

\*\*\*

"Our nettlesome task is to discover how to organize our strength into compelling power."

\*\*\*

"A man who won't die for something is not fit to live."

"There is nothing more dangerous than to build a society, with a large segment of people in that society, who feel that they have no stake in it; who feel that they have nothing to lose. People who have a stake in their society, protect that society, but when they don't have it, they unconsciously want to destroy it."

\*\*\*

"I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become reality. I believe that unarmed truth and unconditional love will have the final word."

\*\*\*

"Violence as a way of achieving racial justice is both impractical and immoral. It is impractical because it is a descending spiral ending in destruction for all. It is immoral because it seeks to humiliate the opponent rather than win his understanding; it seeks to annihilate rather than to convert. Violence is immoral because it thrives on hatred rather than love."

\*\*\*

### Teaching Resources on Martin Luther King

--The Cafe Progressive -- <http://mlk.cafeprogressive.com/body.html> -- is a jam-packed clearinghouse for many MLK sites that include his speeches and quotes, audio clips, biographies, photo collections, museums, etc. It also includes sites with MLK lesson plans for various ages, songs, crafts and suggested activities, and trivia games. There is a bias/prejudice test. You can even send a free Martin Luther King electronic card. ■

## STARBASE Vermont offers Teacher Academy

This fun, hands-on workshop — offered July 23-27 and Aug. 6-10 — is a valuable learning opportunity for educators. Standards-based activities involving flight, physics, rocketry and space exploration are designed to help teachers enhance their science curriculum and improve student team building, problem solving and goal setting skills.

Participants may choose to take the course for 3 graduate credits from the University of Vermont, with a 60% reduction on full tuition.

A team of experienced instructors from STARBASE Vermont and the Vermont Air National Guard (Pilots and Technical Experts) will provide a dynamic learning experience.

Teachers will also receive a STARBASE Vermont Curriculum Guide (aligned with the Vermont Framework of Standards), free NASA resource materials and a variety of useful handouts.

Although STARBASE targets students in grades 3 – 6, the activities are adaptable to K-12.

Space is limited. For more information or to register, please call 802-660-5201 or visit the starbase website at [www.starbasevt.org](http://www.starbasevt.org) for an application. A \$50 registration fee covers the cost of the program and all materials. UVM tuition is separate. ■

## Allard awarded Siemans Advanced Placement Award

Judith Allard, science teacher at Burlington High School, has been awarded the third annual Siemans Teacher Award for Advanced Placement. She is one of 20 outstanding teachers nationwide being recognized by the Siemans Foundation and the College Board.

The 20 teachers, including Allard, received \$1,000 and a plaque at a ceremony at the Georgia Institute of Technology in November. The award is intended to "represent some small return on the great personal investment that these teachers have made to promote and encourage students to take the academically challenging courses offered by Advanced Placement." ■

## Rutland teachers honored

Special congratulations to Rutland Education Association members **Elizabeth Stevens** and **G. Steve Halford**. They were among the Vermont educators honored as Outstanding Teachers in October by the University of Vermont. Elizabeth teaches second grade at Northwest School, and Steve teaches Creative Structure at Rutland High School. ■

The number of National Board Certificates by State

Alabama	147
Alaska	17
Arizona	75
Arkansas	25
California	785
Colorado	86
Connecticut	57
Delaware	64
DC	4
Florida	1,267
Georgia	111
Hawaii	6
Idaho	203
Illinois	185
Indiana	67
Iowa	236
Kansas	44
Kentucky	79
Louisiana	42
Maine	17
Maryland	70
Massachusetts	178
Michigan	89
Minnesota	153
Mississippi	743
Missouri	43
Montana	21
Nebraska	19
New Hampshire	7
New Jersey	35
New Mexico	82
New York	104
North Carolina	2,377
North Dakota	7
Ohio	913
Oklahoma	268
Oregon	17
Pennsylvania	38
Rhode Island	39
South Carolina	40
South Dakota	1
Tennessee	35
Texas	35
Utah	8
Vermont	18
Virginia	144
Washington	67
West Virginia	24
Wisconsin	33
Wyoming	17
Overseas	1
<b>Grand Total</b>	<b>9,524</b>

# Eight Vermont teachers achieve National Board Certification

On December 1, the names of 4,720 teachers who achieved National Board Certification in 1999-2000 were released, including eight teachers from Vermont. National Board Certification is the highest credential in the field of teaching.

National Board Certification, a voluntary process established by the National Board for Professional Teaching Standards, is achieved through a rigorous performance-based assessment that takes nearly a year to complete.

Through the assessment process, teachers document their subject matter knowledge; provide evidence that they know how to teach their subjects to students most effectively; and demonstrate their ability to manage and measure student learning.

These Vermont educators deserve our congratulations:

**Claire A. Bruno** of Washington

Central - Early Childhood through Young Adulthood/Exceptional Needs Specialist

**Diane A. Byrne** of Washington Central - Middle Childhood/Generalist

**Mary M. Chin** of Orange East - Early Adolescence through Young Adulthood/Art

**Frances D. Brock** of Burlington - Adolescence through Young Adulthood/Social Studies-History

**Kathryn M. Christy** of East Montpelier - Middle Childhood/Generalist

**Dawne Polis** of Manchester - Early Adolescence through Young Adulthood/Art

**Nancy Perkins** of Wells River - Early Childhood/Generalist

**Linda Parker** of Windsor - Middle Childhood/Generalist

This brings to 18 the number of nationally certified teachers in Ver-

mont. These are Vermont's other National Board Certified Teachers:

**Betsy Hubner** of Burr & Burton in Manchester (1996)

**Judith Allard** of Burlington (1999)

**Karen Kurzman** of Derby Line (1999)

**Robert A. Lloyd** of Middletown Springs (1996)

**Terri Vest** of Twinfield (1999)

**Wendy Baker Hovey** of North Concord (1999)

**Laurie Lawrence** of Rutland (1999)

**Michele Forman** of Middlebury (1999)

**Ellen Thompson** of South Hero (1999)

**Peggy Rohrs Dorta** of Underhill (1999)

**Kathleen Renfrew** of Wells River (1999)

## Why become a candidate for National Certification?

Faye Clark of Rutland High School, Fran Brock of Burlington High School and Mary Chin of Oxbow High School were among the 17 Vermont teachers who participated in the very demanding National Board Certification process in 1999-00. Here, each of them describes why she became a candidate and what the experience meant to her teaching and classroom life:

**Faye Clark**

I have had memorable and rewarding moments during my teaching career. It has been with great pride and pleasure that I have been able to help many of my students find enjoyment in their study of mathematics. Throughout the years, it has been my mission to instill in my students a spirit of confidence to try to achieve what initially appears to be impossible. So, as an educator, I feel that it is important to challenge myself in the same manner that I encourage my students. As a middle school educator for the past 28 years, it is important for me to analyze and evaluate my own performance as a teacher in order to determine my personal and professional effectiveness. I am a person who thrives on new challenges. Therefore, I decided to enter the National Board for Professional Teaching Standards candidate program. I have successfully submitted my portfolio and have taken the written assessment portion of the program. I am now awaiting the results of my efforts.

Prior to deciding to undertake the National Board process, I read *The Power of Passion* by Clarke and Hobson. This book reiterates the desire and planning of two men who ear-

nedly had a goal to climb to the summit of Mt. Everest. It took them three distinct climbs to achieve their goal of mounting the summit. They were careful to keep their goal in front of them and to evaluate their steps along the



*Fran Brock accepted congratulations from Gov. Dean and Ed. Commissioner Wolk for her work as a National Board Certification candidate.*

way, making improvements as necessary. Through the National Board process, I have had the opportunity to evaluate myself as an educator under ten different professional standards. I came away from the first round, one year of observation, analysis, and testing, with a great sense of accomplishment that I had indeed met the challenge and had not given up along the way. I determined that I needed to improve my informal and formal assessment techniques and have begun this year with an intentional plan to change and improve my assessment of student performance. This process has been the most rigorous professional development experience that I have ever had. It has been well worth my time, energy, and reflections!

**Fran Brock**

I had completed my MEI; I was

teaching courses I had taught for a few years, so I felt confident; and I had completed enough work for recertification. I had time to devote to the project and it seemed one way to discover if I was any good as a teacher -- an evaluation of my ability that I desperately wanted, since school evaluations are so weak and superficial.

There were some intriguing aspects to the experience that have caused me to look at my teaching differently. The key piece is focusing on the *why* of each lesson. The process of evaluating my lessons for the certification required me to assess why I was having students carry out a task. The whole process of self-evaluation -- trying to look at my lessons from a third-party perspective -- was difficult, but very insightful and useful. I hope -- I try -- to be more conscious of each assignment I give, and I am more aware of the purpose I hope to achieve.

**Mary M. Chin**

The time was right [to become a candidate for National Board Certification]. I needed a professional challenge; I was still working part-time (which made it doable -- now, I'm working full time); and fees were covered by the grant.

It is a good, reflective process. My students saw me taking risks as a learner and felt, I think, honored to be part of the process. It also gave me the opportunity to share my work with some of my colleagues. I benefitted greatly from their critiques of my classroom practice. Far better than the quick checklist visit my administrator does annually! ■

## Here's your chance to run for Vermont-NEA office



*Vermont-NEA Board members Lydia Alexander (Center) and Pat Vana (R) hear a presentation at their December meeting by Sheri Larson of the Lake Champlain Regional Chamber of Commerce.*

With terms expiring at the end of June, several important positions within the Vermont-NEA governance structure are up for election this year, including: President, a two-year position, currently held by Angelo J. Dorta; Vice President, a two-year position, currently held by Bonnie Tuscan; Secretary-Treasurer, a two-year position, currently held by Jeff Isham.

Six Seats on the Vermont-NEA Board also are opening. They are

three-year positions, currently held by: Chip Porter of Burlington; Lydia Alexander of Danville; Jay Burnell of Bennington; Tom Gallagher of Lamaille; Corrie Palmer of Vergennes; and Cherrie Torrey of Hartland. Cherrie does not plan to run for re-election.

Fifteen State Delegates to the NEA Rep Assembly will be elected. This is a one event position. The NEA RA meets in Los Angeles this year. Each elected delegate receives a stipend of \$1,100 to offset the cost of travel and accommodations.

### Petitions due Feb. 1

Your petition to appear on the official ballot is due at Vermont-NEA Headquarters in Montpelier on February 1. Contact Sandy at Vermont-NEA ([sperkins@nea.org](mailto:sperkins@nea.org)) for a petition you can use, or make your own. Candidates for President, Vice President, and Secretary-Treasurer must submit the signatures of at least 100 voting Vermont-NEA members.

Candidates for the Vermont-NEA Board of Directors or State Delegate to the NEA Rep Assembly must submit the signatures of at least 25 voting Vermont-NEA members. Signatures for Board candidates must be by As-

sociation members from their area.

The election is held in April, with ballots mailed to the home of every Vermont-NEA member. Winners assume their positions on July 1. ■

### Letter

#### Attention UniServ VI, Area 2 members

After nine years of service on the Vermont-NEA Board of Directors, I will not be running for re-election. I have enjoyed serving in this capacity. It has been professionally rewarding.

The Board of Directors -- 14 Association members elected from six areas of the state, plus the president, vice president, secretary-treasurer and NEA director -- meets each month to determine Vermont-NEA policy and set the direction of the Association.

Please consider running for this position. Petitions are due at the Vermont-NEA office in Montpelier by February 1, 2001.

**Cherrie Torrey, Hartford**

### Coming Events

- January 6**  
Vermont-NEA Board meets in Montpelier
- January 15**  
Martin Luther King, Jr. Day
- January 24**  
School Nurses Day
- February 1**  
Deadline for Vermont-NEA Scholarship Application  
Candidate Petitions Due
- February 3**  
Vermont-NEA Board meets in Montpelier

### What's new on the Vermont-NEA Website...



[www.vtnea.org](http://www.vtnea.org)

All you need to celebrate Dr. Seuss's birthday on March 2 is available online!

## Nominate now for Vermont-NEA Human and Civil Rights Awards

By Beth Dutton

The Human and Civil Rights Committee of Vermont-NEA will announce its annual awards at the Vermont-NEA Representative Assembly on April 6. These are the three categories in which an award may be given:

- 1) To that person whose activities have protected and/or enhanced the rights of teachers and the teaching profession in a significant way.
- 2) To that member of the profession whose professional activities have protected and/or enhanced the rights of teachers and students.
- 3) To a K-12 student or group of students whose activities have served to enhance the rights and self-esteem of her or their peers.

We are looking for nominations for the award and ask that the application on this page be used.

In addition to the application form, we will require a letter, minimum one page, from the nominator stating the

reasons why the nominee is being put forward. This information should reach Vermont-NEA Headquarters by March 1, 2001, or it may be sent by that date to Beth Dutton, 65 State Street, A301, Windsor, VT 05089.

Vermont-NEA and the HCR Committee will accept nominations without regard to race, color, creed, gender, sexual orientation, or national origin and will present the awards to the nominees selected by the Human and Civil Rights Committee and approved by the Board of Directors.

The nominators must be Vermont-NEA members, must make nominations for specific awards, must submit the nominations according to the committee's guidelines and format, and must have the nominations in on time.

Nominations may be individuals, affiliates, groups, organizations working in some area of human and civil rights. The individuals in category 2 should be Vermont-NEA members. ■

### Vermont-NEA Human and Civil Rights Award

- 1) Awarded to that person whose activities have protected and/or enhanced the rights of teachers and the teaching profession in a significant way.
- 2) Awarded to that member of the profession whose professional activities have protected and/or enhanced the rights of teachers and students.
- 3) Awarded to a K-12 student or group of students whose activities have served to enhance the rights and self-esteem of her or their peers.

**All information due at Vermont-NEA Headquarters --  
10 Wheelock Street, Montpelier 05602 -- by 4:00 pm, March 1, 2001**

#### Nomination Form

##### Nominee Information

For which of the awards is the nomination made? Circle one: **1** 2 3

Name of nominee(s): \_\_\_\_\_

Is the nominee a Vermont-NEA member? Check one:  yes  no

Home Address: \_\_\_\_\_

Local Association: \_\_\_\_\_

Local President: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

##### Nominator Information

Name of nominator: \_\_\_\_\_

Is the nominator a Vermont-NEA member? Check one:  yes  no

Home Address: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

### FREE Cat Hats for Read Across America

MONTPELIER -- The person heading up your local's committee planning reading activities to celebrate Dr. Seuss's birthday on March 2 is entitled to a FREE red and white cat hat! Just call 1-800-649-6375 with his/her name. ■

1/2 page AIG ad - color

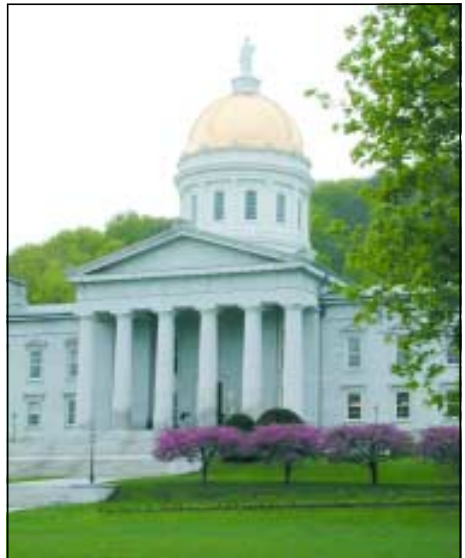
1/4 page Cater ad - color

## A Vermont Public Television Field Trip to the Statehouse

Vermont Public Television invites students around the state to come to Montpelier via television for a look under the gold dome on Wednesday, Jan. 24, from 9 to 11 a.m. "A VPT Field Trip To The Statehouse" is the first program of its kind for the statewide public television network.

Designed to help classroom teachers enrich the study of state government, "A VPT Field Trip To The Statehouse" will be aimed primarily at middle school students. They will see Vermont's citizen legislature at work in Montpelier early in the new biennium, looking at the House and Senate in session as well as committee work.

Kelly Luoma, vice president for programming and educational outreach at VPT, says "We're experi-



menting with ways to make our field trip as useful as possible to educators. I'd welcome suggestions beforehand and comments afterwards, because there will be a second trip to the Statehouse later in the year." The toll-free number for VPT's Educational Outreach Department is 1-800-639-3351.

Executive producer of the program is Joe Merone. The funder is USDA, Rural Development.