

## Steering Committee

(In Formation)

**Jane Beck** has served as the executive and founding director of The Vermont Folklife Center since 1984. The center is a cultural heritage organization dedicated to preserving and presenting the folk arts and traditions of Vermont and the surrounding region. Through her work for The Folklife Center, Dr. Beck has been involved in curating more than 20 exhibitions as well as producing numerous publications and several radio series, including a Peabody Award winner. Most recently she has completed a major project, funded by the Lila Wallace–Reader’s Digest Fund, which included two exhibitions and two companion radio series based on traditional storytelling in New England. Her previous position was as Vermont folklorist for the Vermont Council on the Arts in Montpelier, Vermont.

She has spoken or presented papers for the American Folklife Center in Washington, D.C.; the American Folklore Society; the Bennington Museum in Bennington, Vermont; the International Symposium on Creatures of the Legendary, held at the University of Nebraska, Omaha; the State University of New York at Potsdam; local Vermont historical societies; and other organizations. Dr. Beck is the author of *To Windward of the Land* (Indiana University Press, 1979); *The Vermont Country Store: An Oral History* (Vermont Council on the Arts, 1980); and *Memories Touched By Fancy: Bessie Drennan, Vermont Artist* (Vermont Folklife Center, 1990). She has written articles for periodicals such as *Folklore*, *Ethnohistory*, the *Journal of the Folklore Institute*, the *Journal of American Folklore* and *Antiques Dealer* and has written essays for several books. She has also developed still photography, videotapes and visual media presentations on topics in history and folklore.

Dr. Beck received her B.A. in American literature from Middlebury College in Middlebury, Vermont, and holds M.A. and Ph.D. degrees in folklore from the University of Pennsylvania in Philadelphia.

## **Steering Committee**

(In Formation)

**Douglas Chiappetta** has worked for the Vermont Department of Education for 15 years, and he currently serves as the director of the department's Educator and School Quality Team. In this position, he oversees curriculum and instruction, home and independent schools, school construction, licensing and professional standards, educational technology and leadership development.

Before becoming a department director, he was manager of the School and Instructional Support Team, for whom he managed six workgroups responsible for improving school quality. Previously Mr. Chiappetta was also the manager of the School Development and Information Team and chief of the School Improvement Team. Earlier, as school improvement coordinator, he administered the public school approval program by providing direct technical assistance for approximately 60 public schools in the southwest part of the state.

Before coming to the Vermont Department of Education, Mr. Chiappetta was involved for several years in secondary school education. At Harwood Union High School in Moretown, Vermont, he was department chair and served on the Educational Resources Team. Prior to that, he was director of curriculum at Steward School in Richmond, Virginia. Earlier, he had taught English at Harwood.

Mr. Chiappetta holds a bachelor of science degree in secondary education from the University of Connecticut in Storrs. He received his master of education degree in educational planning and administration from the University of Vermont in Burlington.



## **Steering Committee** (In Formation)

**Amy Cunningham** is the director of education at the Vermont Historical Society. Founded in 1838, the society collects and exhibits artifacts and documents that reflect the history of the state; sponsors public programs throughout Vermont; provides services, training and resources; operates a research library; and publishes periodicals and books about Vermont history. It also collaborates with other organizations to make Vermont's past accessible to the public.

Before coming to the Vermont Historical Society, she worked on exhibits and educational programs at museums and historical sites in Maine, New York, and North Carolina. Her workplaces included the Pejepscot Historical Society, the National Baseball Hall of Fame and Museum, and the Cape Fear Museum.

Ms. Cunningham is completing work for her master's degree in museum studies at the Cooperstown Graduate Program in Cooperstown, New York. She also holds a bachelor's degree in history, with social studies teaching certification, from the University of North Carolina at Asheville.

## Steering Committee

(In Formation)

**Joe Davison** is an educator whose career has spanned more than 30 years, most of that time at Bellows Free Academy in St. Albans, Vermont. He taught on the middle school and high school levels, including a two-year stint at Battle Mountain Junior/Senior High School in Colorado. He spent one year as a Christa McAuliffe Fellow, focusing on *Vermont's Framework of Standards and Learning Opportunities* and developing standards-based units and assessment tools for statewide testing.

While he was a Wilton Park Fellow in England, Mr. Davison attended a session on international issues related to weapons development and proliferation. He was one of two U.S. teachers selected to participate in this experiment of including educators in this important dialogue. He has also conducted teacher workshops for developing standards-based units and coordinating standards with district-wide curriculum. He was the chairman of the social studies department at Bellows Free Academy for 12 years before he retired in 2001.

He was active in the Vermont Education Association, the National Education Association, the National Association of Social Studies Teachers and the Association for Supervision and Curriculum Development. He also coached football, boys and girls basketball, and cross-country running for most of his career, and he was advisor for the Model United Nations Program at Bellows Free Academy.

Mr. Davison holds a bachelor's degree, with a dual major in physical education and history and social studies, from the University of Colorado. He continued his education with courses from the University of Vermont and workshops in curriculum development and teaching methodology. He was involved in a Peace Corps training program in urban community development in Brazil; trained as a paralegal, he was assigned a special project in Rio Branco in the northwestern part of the country.

## Steering Committee (In Formation)

**Paul A. Eschholz** has been with the University of Vermont since 1969. Currently he is professor of English and serves as director of both the Center for Research on Vermont and the Vermont Studies Program. He also served briefly as associate dean of the College of Arts and Sciences. He directed "How to Teach Writing in a Humanities Context: A Program for High School and College Teachers in Vermont" and "The Vermont Writing Program: Writing in Grades 1-9," both supported by the National Endowment for the Humanities.

Dr. Eschholz received the University of Vermont Alumni Council's George V. Kidder Award for excellent teaching and outstanding contributions to undergraduate education, and he was named a Distinguished Friend of Education by the Vermont Headmasters Association. He cowrote, with Arthur W. Biddle, *Literature of Vermont: A Sampler*, and he and coauthor Alfred Rosa wrote three books: *Language: Readings in Language and Culture*, *The Writer's Brief Handbook* and *Language Awareness*. Dr. Eschholz also has written articles for *Vermont Life* and was editor of the book *Vermont: A Study of Independence* by Rowland Robinson.

In addition to his B.A. from Wesleyan University, he earned an M.A. in English from the University of Vermont and a Ph.D. in American studies from the University of Minnesota.



## Steering Committee

(In Formation)

**Alice Evans** has been an assessment consultant with the Vermont Department of Education since 1998. She has represented Vermont in the Comprehensive Social Studies Assessment Project (CSSAP), a 25-state consortium directed by the Council of Chief State School Officers. Through CSSAP she was a major contributor to the design of a social studies portfolio assessment system, for which she developed materials, trained teachers and benchmarked student portfolio entries.

She has served on committees to revise Vermont's history and social sciences standards, and history and social sciences endorsement competencies (teacher licensing requirements). She provides staff support to the Policy Advisory Committee for Vermont's statewide assessment and school accountability systems and facilitates the development of comprehensive local assessment programs. Previously, she served as supervisor of testing in the Norwalk (Connecticut) Public Schools, and as an education consultant with the Connecticut State Department of Education.

A frequent presenter at state, regional and national conferences of assessment and educational measurement organizations, Dr. Evans also is active in national and international research organizations that promote more effective schools. She was invited to participate in a 1994 symposium in Oxford, England on "Testing Children and Youth", sponsored by the International Commission on Testing. She has been honored twice by Division H of AERA for her reports on school district assessment programs.

With 27 years of experience in public education, she is a consultant to school districts, providing technical assistance in program evaluation, research design, analysis and interpretation of assessment results, and communication of research findings.

Dr. Evans holds a B.A. degree from Ottawa University in Kansas [Spanish and Philosophy majors], and an M.A.T. from Spalding College in Kentucky. She earned her Ph.D. from the University of Connecticut.

## **Steering Committee**

(In Formation)

**Kerry Raymond Garber** is Title V grant coordinator and assistant director of the Educator and School Quality Team with the Vermont Department of Education (VT-DOE) in Montpelier. Prior to his current positions, he was school improvement coordinator and Eisenhower Higher Education and Goals 2000 grant reader, also both for VT-DOE. Previous positions include project leader for Equity and Excellence: Action Planning Guide with VT-DOE, principal of Fayston Elementary School in Fayston, Vermont, and principal of Mathewson School in Barre, Vermont. He has taught in East Montpelier, Vermont, and Cambridge, Massachusetts.

Formerly an associate faculty member in special education with the University of Vermont's College of Education and Social Services, Mr. Garber also was an instructor in graduate programs in special education at St. Michael's College in Winooski. He has been a member and active participant in the Association for Supervision and Curriculum Development, the National Association of Elementary Principals and the New England League of Middle Schools.

Mr. Garber holds a bachelor of arts degree in English language and literature from Boston University. He earned his master of education degree in special education from the University of Vermont in Burlington.



## Steering Committee (In Formation)

**Elise A. Guyette** is a consultant on history, social sciences and curriculum development for schools, theaters, television and museums. She has produced K–12 professional development videotapes with the Regional Educational Television Network and worked with Vermont schools to implement and assess *Vermont's Framework of Standards and Learning Opportunities*. She codirected “Historical Artifacts, Primary Sources and the World Wide Web,” a project that links classrooms and local historical societies.

She was chair of the Vermont Department of Education's History and Social Science Commission. In that capacity, she coordinated the statewide committee that developed the history and social science standards for *Vermont's Framework of Standards and Learning Opportunities* and cochaired the statewide group that developed the teacher's guide for the *Framework*. She was a member of the project steering committee and produced two statewide conferences for teachers on how to use the standards in the classroom.

In 1992, as a museum educator for a local history museum in Durban, South Africa, Ms. Guyette researched and wrote a teacher's guide for two exhibits on Mahatma Gandhi—the first of their kind in postapartheid South Africa. She also led teacher workshops there.

Ms. Guyette is the author of *Vermont: A Cultural Patchwork* (Cobblestone Publishing, 1986) and *Vermont: A Cultural Patchwork Teacher's Guide* (Cobblestone Publishing, 1986). She has many published curricula, including teacher's guides to museum exhibits and video and theater productions, and has published nine articles, including one on the history of racial and ethnic minorities in New England. She has taught seven college and university courses, five at the graduate level.

She has conducted workshops and presentations on the topics “The History of Immigration to Vermont,” “The Lives of African Americans in Early Vermont, 1790–1870” and “Building Standards-Based Curriculum and Assessment.” Among other locales, she was a guest lecturer at Yunnan Normal University in Kunming, China, in April 2000. In 1982 the National Education Association honored Ms. Guyette with the Dorros Peace Trophy, given for the year's most significant contribution to global awareness.

Ms. Guyette holds a B.S. in secondary social sciences, an M.A. in history and an M.Ed. in curriculum development, all from the University of Vermont. She is currently a doctoral student in social science education at the University of Vermont, Montpelier.



## Steering Committee

(In Formation)

**Carla Kotas Lewis** has been teaching for over 25 years, primarily at the Fayston Elementary School in Fayston, Vermont. She has taught grades two through six in both multi-age and single grade classrooms and has helped to establish and promote many new initiatives in her school. She has been an active participant in numerous committees, working on curriculum and assessment, as well as serving on both the Local Standards Board and the Professional Development Committee.

She has been actively involved in using and promoting *Vermont's Framework of Standards and Learning Opportunities*, including serving on a statewide committee to revise the reading and literature standards. In addition to developing her own standards-based units of instruction, she has provided professional development for individual teachers and school districts. This has been accomplished through conferences, workshops, and two courses, taught as an adjunct faculty member at Trinity College and St. Michael's.

Twice, she was named in Who's Who of America's Teachers, was Teacher of the Year for the Washington West District, and a finalist for Vermont's Teacher of the Year. This year she received a Christa McAuliffe Fellowship Award, which allowed her to leave the classroom to provide further professional development around standards and areas of literacy. She also became the Project Coordinator for an online mentoring program, called "Vermont Poetry Online" for grades one through 12.

Ms. Lewis received her Bachelor's Degree from the University of Nebraska with a dual major in elementary and special education. She earned her Masters Degree from the University of Vermont in Reading and Language and has continued course work in a variety of curricular areas.

## Steering Committee (In Formation)

**Jill L. Peck** is the framework specialist and consultant for standards-based curriculum, instruction and assessment for the Vermont Department of Education. She is responsible for maintaining and revising *Vermont's Framework of Standards and Learning Opportunities* and for professional development and resources associated with implementing Vermont standards. Ms. Peck has taught kindergarten through grade 12 for 16 years.

In 1997 she was awarded the Christa McAuliffe Fellowship and worked with more than 1,000 Vermont teachers and administrators. She returned to her classroom in 1998 and was offered a unique professional development opportunity called Making Connections: A Standards-Based Classroom in Action. Six Vermont educators spent two days each month in her classroom learning how to implement Vermont standards.

Ms. Peck is the author of two standards-based units of instruction and has taught several graduate-level courses on standards-based education for Norwich University. She also has served as a guest speaker for the University of Vermont, St. Michael's College, Lyndon State College and Johnson State College. In addition, Ms. Peck has traveled to Singapore to consult with the Singapore Ministry of Education and to help develop national standards there.

Currently, she is on the board of directors for the Vermont Association for Middle Level Educators and is a member of the steering committee for Vermont's Education for Sustainability Project. She also represents Vermont on the Comprehensive Social Studies Assessment Project, a 25-state consortium directed by the Council of Chief State School Officers. Ms. Peck is active in the Community History Project, a partnership between Vermont's local historical societies and Vermont schools. Through this project she provides professional development and curriculum support to educators and local historical society staff. She is also responsible for managing and developing Vermont's Standards Into Action, an Internet-based software tool set developed in conjunction with IBM to support Vermont's education reform efforts.

Ms. Peck holds a B.S. in elementary education and speech therapy and is certified in regular and special education. She is enrolled in a graduate program at Southern New Hampshire University--Vermont Center.



## Steering Committee

(In Formation)

**Karen E. Petersen** is associate director of education at Shelburne Museum in Shelburne, Vermont, and an adjunct faculty member at St. Michael's College in Colchester. She conducts museum staff training on material culture, 19th- and 20th-century social history and museum interpretation trends. She formerly served as the museum's supervisor of school programs. Before assuming her positions at the museum, she was a teaching intern and then coordinator of the Genesis Program, both at Mt. Abraham Union High School in Bristol, Vermont. She served as the capital campaign coordinator and director of development for the Flynn Theatre for the Performing Arts in Burlington. She also was museum educator and museum director at Rokeby Museum in Ferrisburgh.

Other career activities of Ms. Petersen include an experiential living workshop to explore 18th-century Vermont life and teacher training workshops for the Flynn Theatre for the Performing Arts and Shelburne Museum Collaboration on the Gold Rush and The Vermont Folklife Center and Shelburne Museum Collaboration on Storytelling. She was a project team member on *Ticonderoga: An Interdisciplinary Curriculum Package* from Shelburne Museum, and she received a special citation from the New England Museum Association for publications design. She was on the governing board of the Vermont Museum and Gallery Alliance, and she is a member of the New England Museum Association.

In addition to her B.A. in political science from Trinity College in Hartford, Connecticut, Ms. Petersen holds an M.Ed. in curriculum and instruction, with secondary education certification, from the University of Vermont. She also has done work at the master's level in American history, with an emphasis on 19th-century social history, at the University of Vermont.

## Steering Committee (In Formation)

**Kristin Peterson-Ishaq** is coordinator and managing editor for the Center for Research on Vermont in the University of Vermont's College of Arts and Sciences, Burlington, Vermont. As coordinator, she finds funds to support research projects; communicates current research to scholars and the public; and provides support services, such as review and referral, for scholars conducting research. As managing editor, she serves on the center's board of editors and is the primary liaison with authors and reviewers. Most recently she was managing editor for *Vermont State Government Since 1965*, a 668-page book published by the center for the University of Vermont. She is editor of the quarterly newsletter and is responsible for the center's annual report and all publicity materials.

Compiler and editor on two books for the University of Vermont, Ms. Peterson-Ishaq also translated Yusuf Idris's novel *al-Haram (The Sinners)* from Arabic to English, and she has been editor or coeditor on conference proceedings and other publications. She has been a member of the Lake Champlain Committee, the Middle East Institute, the Middle East Studies Association of North America, the Vermont Historical Society, and the Vermont Labor History Society. She also served on the board of trustees for the Vermont Labor History Society.

Ms. Peterson-Ishaq has a B.S. in Arabic language, *magna cum laude*, from Georgetown University in Washington, D.C., and an M.A. in Arabic language and literature from The American University in Cairo, Egypt.



## Steering Committee (In Formation)

**Gregory L. Sharrow** is director of education and folk arts coordinator at The Vermont Folklife Center in Middlebury, Vermont, a position he has held since 1988. He worked previously as a fieldworker and program participant in the Smithsonian Institution's Festival of American Folklife in Washington, D.C.

He taught at Braintree Elementary School in Braintree, Vermont, where he was a member of a teaching team responsible for instruction in language arts and social studies for grades four through six. He developed materials for units focusing on family history, community history and regional folklife. He also taught at Randolph Junior High School in Randolph, Vermont, as a special education tutor. He developed and implemented supplementary programs for learning disabled students in grades seven through nine.

Dr. Sharrow was curator for "From Before My Grandmother: The Vermont Traditional Arts Apprenticeship Program" and "Thinking Like a Blacksmith: Artistry and Tradition in the Late Twentieth Century," exhibits at The Vermont Folklife Center Gallery in Middlebury and the Billings Farm and Museum in Woodstock, Vermont.

He coproduced, with Michael Sacca, four videos for The Vermont Folklife Center: *The Abenaki of Vermont: A Living Culture*, *Zeke's Wheel*, *Dancing with Our Ancestors* and *Educated Hands: Newt Washburn—A Life with Baskets*. He was executive producer for Vermont Public Radio's 15-part audio series *Never Done: Farm Life in Vermont*, which won the Corporation for Public Broadcasting's Gold Award.

Dr. Sharrow has written several publications, including *Many Cultures, One People: A Multicultural Handbook about Vermont for Teachers* (The Vermont Folklife Center, 1992) and *Families on the Land: Profiles of Vermont Farm Families* (The Vermont Folklife Center, 1995). He has also written teacher's guides for "Measured Furrows: Vermont's Farming History" (The Vermont Folklife Center and Vermont Educational Television, 1996); "On My Own" and "Journey's End" (The Vermont Folklife Center, 1996); and "The Abenaki of Vermont: A Living Culture" (The Vermont Folklife Center, 2002). He has been a co-author of several more publications, including, with Jane Beck, *Recording Words: Collecting Oral History and the Art of Interviewing* (The Vermont Folklife Center, 1994). He has written four essays that will be published in *The Encyclopedia of New England Culture* (Yale University Press, in press). He is also the author of articles appearing in *Northeast Folklore* and *Visit'n: Conversations with Vermonters*, vols. 3, 5, 6, 7 and 8 (The Vermont Folklife Center, 1997, 1999, 2000, 2001 and 2002).

In addition to a bachelor's degree in East Asian studies from Oberlin College, Dr. Sharrow holds an M.Ed. in teacher education from the University of Vermont and a Ph.D. in folklore and folklife from the University of Pennsylvania.

## **Steering Committee** (In Formation)

**Darlene H. Worth** is director of instruction and curriculum for the South Burlington School District in South Burlington, Vermont, a position she has held for more than 15 years. Her work covers five K–12 schools with 2,600 students. She leads curriculum evaluation and development projects, coordinates implementation of the district's strategic plan, develops and oversees state and federal grants, coordinates the district's staff development program, oversees the teacher supervision and evaluation process, is a liaison with state and regional educational leaders and prepares and administers budgets. Before her current position, she was assistant superintendent of the Milton Graded School District in Milton, Vermont, where she was responsible for curriculum and staff development for teachers and administrators for grades one through twelve. She also wrote and supervised staff development grants and supervised all principals and some teachers. Her prior work experience includes positions as principal, assistant principal and language arts teacher in several Vermont school districts.

A past president of the Association for Supervision and Curriculum Development, Ms. Worth also has served as president of the Vermont Council on Reading and has been a member of the National Council of Teachers of English. She served on the board of directors of the Vermont Institute for Science, Math and Technology and was a recipient of the National Distinguished Principal Award.

Ms. Worth holds a B.S. in education from Lyndon State College in Lyndonville, Vermont, an M.Ed. from the University of Vermont in Burlington and a Certificate of Advanced Study in administration and planning, also from the University of Vermont.