

“Even if you are on the right track, if you don’t keep moving you will eventually get run over.”
--Will Rogers

These words from Will Rogers ring true in most professions, but they are particularly true in education. All too often educators become stagnant in their teaching (both in content and delivery) because they rely too heavily on previously prepared lessons or on antiquated teaching methods. At Eagle Hill, doing things “the way they have always been done” is simply not acceptable. Our success in the classroom continues to be dependent upon a healthy balance between teaching methods proven over time and new, innovative teaching strategies that are designed to meet the needs of each student, specifically. This combination serves as the foundation upon which we continue to build and to refine.

To maintain the standard of educational excellence that everyone has come to expect from EHS, we have remained steadfast in our commitment to providing and supporting varied professional development opportunities for the entire faculty. As you will read in greater depth in this edition of *The Podium*, the quality and quantity of our professional development outreach has been impressive. In addition to the hundreds of workshops that our faculty present at and attend each year, we have also brought some of the leading educational experts to campus. Heading the list this year have been Dr. Mel Levin and Dr. John Ratey, two of the foremost experts on learning disabilities. In addition, director/producer Joshua Seftel (NYC reception) and author Jonathan Mooney (family weekend) delighted the EHS community with their stories of triumph over learning differences.

While we are clearly committed to learning from others in the field, we are also eager to share our expertise with fellow educators. Speaking at numerous conferences (including the national LDA conference in NYC), EHS faculty members have recently presented workshops on such topics as creating motivation to change behavior, creating social success in students, institutional change, fostering students’ authoritative voice in the classroom, strategies for teaching science to LD students, strategies for teaching adults with LD, and the present state of English education, among others. Not surprisingly, the response to the Eagle Hill experts has been tremendous.

As we look further down the “track,” we will continue to pursue first-rate outreach opportunities befitting a first-rate faculty. It is through the constant replenishment of ideas and strategies and through engaging in ever-new opportunities to tailor those strategies to the needs of individuals that we will remain at the forefront of educational practice.