

Dr. Cognard has been in education for 35 years, having received her MA in Rhetoric and Composition in 1971 and her Ph.D. in Classical, Renaissance and British Romantic Literature in 1973. She has also achieved National Board for Professional Standards Certification and has continued her education through several post-doctoral fellowships, including certification in Education and Business from the Management Development Program from Harvard University. She currently teaches at both the secondary and postsecondary levels. Finally, for a decade she has been a reader, table leader and workshop leader for College Board and Education Testing in SATII, AP Literature and AP Language and Composition.

Dr. Cognard is the project director of two grants, currently in implementation stages at Lincoln East High School, for the development of two team-taught innovative courses for 9th- and 10th-grade at-risk students. She has also been the recipient of the Christa McAuliffe State of Nebraska Fellowship, an Outstanding Secondary Educator from Stanford University, a Peter Kiewit Teacher Achievement Award, four Cooper Foundation Awards for Teaching Excellence, the Ike Friedman Leadership Award of Merit and a National Council of Teachers of English Excellence Award.

Anne believes that teachers are the adamantine chair connecting the public and students in order to help both the community and youth hold onto idealism. Teachers - the symbols of the adult world - present to youth the adult world's goals and achievements. Students experience teachers as representative of that world they are about to penetrate. Through what and how they teach, teachers lead students to recognize what counts, epitomized on September 11 by teachers who served in classrooms across the country to help students comprehend the incomprehensible. As teachers imbue each student with a passion for the dignity of learning itself; for creativity; for self-worth; as teachers show students the path that reveals the elegance of each human's potential, then they have helped assure the community's future.

"As a teacher, what I know is less important than what I do with what I know."

"Teaching is more art than science, more organic than pre-determined, more serendipitous than mechanical. In a classroom, the interactions between teacher and student is analogous to the growth of an organism; and, as with any growing, changing, developing entity, chance combined with art creates the end result."

"Students question. I question. That is how they and I learn; that's what makes teaching worthwhile."

"Students find out who they are by examining the reflection of themselves in a controlled environment called 'education' through a series of experiences called 'curriculum'."

"Our teaching job in selecting curriculum is to encourage students to think, not to tell them what to think."

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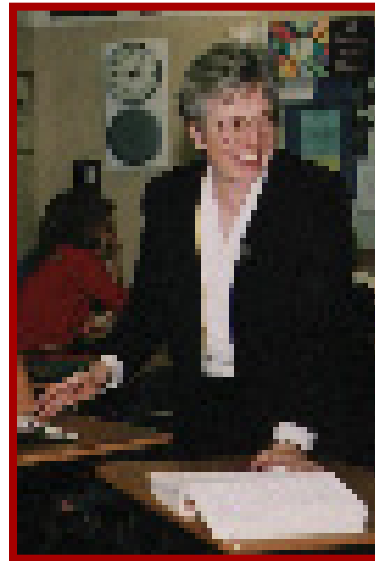
WORKSHOP PRESENTATIONS

Writing Standards, Rubric Creation and Writing Assessments

Given our Nebraska responsibility to teach writing not only to ready students for state standards, but for life after graduation, helping students and teachers to develop writing rubrics, then to use them for assessing student work is an important means by which students become their own assessors. This workshop will aid faculty in working with holistic and six-trait writing rubrics and will suggest ways to incorporate the creation of such rubrics into their classrooms so that students themselves learn to develop and use their own created rubrics.

Developing or Enhancing an AP Literature and/or Language Class

This workshop is analogous to the one given through the aegis of the Midwest College Board. It works with new or seasoned AP teachers on how to aid students writing for the AP exam. The workshop consists of looking at student samples, then assessing those samples using the 1-9 scale. Also included in the workshop are some hints on how to ready students for the AP exam - what readers look for and why.



Portfolio Assessment for Teachers and Students

With National Board for Professional Standards and the use of portfolios for summative evaluation, teachers are in a unique position regarding portfolio learning. Whether math teachers or elementary SPED teachers, portfolios are an effective means to present oneself as an educator. This workshop suggests ways to approach portfolio learning and assessment and is adaptable for portfolio assessment for student work, also.

Teaching Shakespeare: Text and Theater

Many teachers work with Shakespearean plays, especially English and history teachers. Although teachers have worked with film versions of Shakespeare, the relationship between text and theater isn't always clear. Is Shakespeare meant to be performed? Is Shakespeare meant to be read? What is the relationship between the literary merits of Shakespeare's works and the filmic versions? This workshop explores the place of Shakespeare in the postmodern world and helps history and English faculty to consider how to use films while maintaining the integrity of the literary work itself.