



# Nightingale Faculty Newsletter

Volume XVII / May 2010

## **ALUMNAE REFLECTIONS**

Marina Hahn's Founders' Day Speech p. 4

## **STUDENT LIFE**

Thank You for Your Vote p. 6

*Katie Lin*

On Success: Cum Laude Address p. 8

*Shira Sand*

## **Leadership in the Upper School**

Report on the Committees on Student Leadership p. 9

*Paul Burke*

Implementation of Leadership Initiatives in the Upper School p. 13

*Claire du Nuoy*

## **SPECIAL REPORTS**

News from Academic Affairs p. 15

*Kitty Gordan*

Race, Rothko, Rakishness, and Repartee p. 18

*John Loughery*

Homework in the Middle School p. 20

*Noni Thomas*

A Yearlong Journey around the World with Visual Education p. 22  
*April Tonin*

New Directions in Social and Emotional Learning p. 25  
*Rebecca Urciuoli and Catherine Steiner-Adair*

**PROFESSIONAL CONFERENCES**

Report from Two Conferences in February 2010 p. 27  
*Dorothy A. Hutcheson*

Association of Independent School Librarians 2010 Conference p. 29  
*Diane Neary*

**RECENT ADDITIONS TO OUR PROFESSIONAL LIBRARY** p. 31

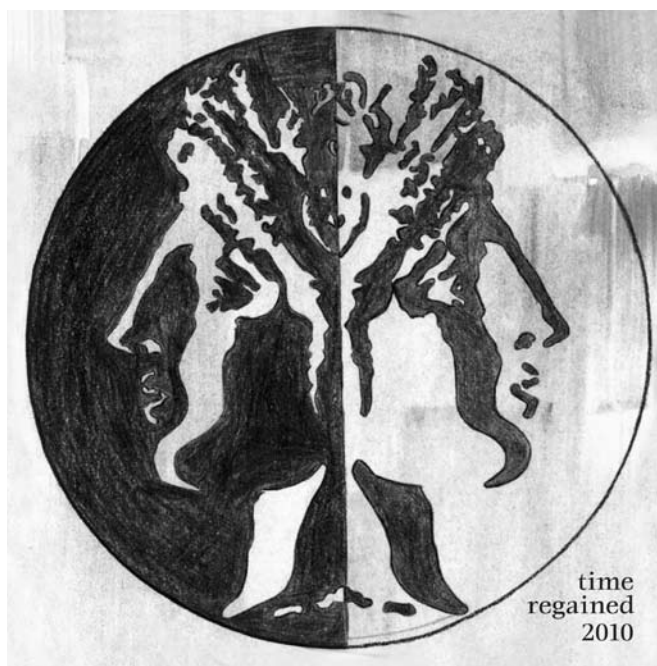
**SUMMER STIPENDS** p. 32

The end of the school year is a good time to reflect on the intertwining between success and failure that was addressed in Shira Sand's Cum Laude assembly talk. This issue of the *Faculty Newsletter* opens with another assembly talk given at this year's Founders' Day. Alumna Marina Hahn gave a moving tribute to the role that Nightingale faculty has played in her life.

The *Faculty Newsletter* also focuses on student life and the programs that knit together our students' intellectual and personal experiences. Katie Lin's (Class XI) futuristic Orwellian article is a witty caricature of our society that illustrates how we teach our students to both think critically and write well. The articles on professional conferences, the long list of Summer Stipend projects, and the additions to our professional library reflect our commitment to a dynamic curriculum and to being current about our profession. Notes from Academic Affairs also bears witness to the multifaceted quality of a Nightingale education and our ongoing pursuit for the best tools available to the craft of teaching.

We call graduation "commencement" because it is also a beginning. Summertime is when "the livin' is easy" and we are free from the demands of day-to-day school life. Like Janus, the god of beginnings and endings, we look back to the past year and ahead to the upcoming year. And indeed, summer is "time regained," a time to let our minds roam and reflect. Have a wonderful summer.

Kitty Gordan



Sarah Mellon '10

# Marina Hahn's Founders' Day Speech

It is an honor to receive this award—thank you, Nightingale. When I think about what has motivated me to serve the school, it is very clear. When I look back on my life, trite as it seems, Nightingale was one of those places that meant the most to me. Nightingale was—and definitely is—a big part of my family. (That is probably because I had three sisters who went here, like me, for 12 years, one of whom I continually forgot to take home with me after school, resulting in calls home that Alexandra was still waiting for me to pick her up at the bench long after the last parent had left.) Also, my mother, who is here today, taught at Nightingale before my older sister started Kindergarten, and she continued to substitute here when asked. Finally, I have two nieces here and, at one point, a third, until she moved to London.

But despite these strong family ties, no other institution I have ever been involved with (and there have been many) has cared more about the well-being and potential of each person within its walls, and I definitely felt this growing up at Nightingale. This is the place where I built my confidence and my belief that I could do anything I set my sights on... it was absolutely the foundation for my future successes.

Despite the fact I never said a word in first grade (because I was too shy), and quaked at the site of Mrs. McMenam's firm morning handshake (she was larger than life to me), I found my unique voice here, thanks to my patient and excellent teachers and counselors. I remember being terrified to walk into the auditorium as an angel for the Christmas pageant in second grade, yet I remember somehow managing to stand on stage and sing a solo in my eighth-grade Gilbert and Sullivan musical, which our class put on for the whole school.

I had laryngitis that day. And I remember feeling pretty good playing one of my favorite jazz piano pieces, "Boogie Woogie Caboose," in front of my classmates—I am not sure anyone else liked it but me. And I managed to become president of the Student Council, despite the fact that I viewed myself as a girl who was not in the most popular group in the class.

After Nightingale, I went on to another all-women's institution (Wellesley College)—but despite its excellent reputation as a top school, it paled in comparison with the rigor and attention to each student that Nightingale excels at.

Literally, the day after I graduated from Wellesley, I started working, and looking back, what I gained at Nightingale is so relevant to my professional life. I believe the smaller Nightingale stage, where I could make mistakes and express myself uniquely, allowed me to succeed on the "larger stage" later. Throughout my career, I have tried to take a different approach to the status quo/formulaic approaches to business. I have tried to solve issues in a creative manner and I am not afraid to take risks, all of which I believe has helped lead me to superior results.

My career has not been a straight path, and there were many points at which I had to reinvent myself. But I was given the right tools to get there, and I thank Nightingale for the excellent foundation and for believing in me. As a result of my education, I can speak in front of a group; be persuasive when necessary; have the power of my own convictions; and I can look people in the eye, something that was drilled into all of us at Nightingale. And while all these things took many years to develop, they are now like second nature.

Right after my graduation from college and still to this day, I have felt that Nightingale is a place to give back to in any way I can. I started to give what I could financially after college and I continue to do so with my husband, Peter Halper. However, I also think that for all of us who have a connection to Nightingale, it is the small stuff or our particular fields of expertise that can make a big difference. So I encourage each of you to think: what can I do to contribute to the well-being of Nightingale?

I was amazed to learn that at Nightingale there is an \$8,000 gap per student between tuition and the cost of a Nightingale education; tuition does not cover all of the things Nightingale gives to each student. When you think of it that way, contributing is not a nice to do—it's a must-do. But there are lots of other ways to give back, as well. As you heard, I am a professional brand-builder and marketer, so I have helped Nightingale with their brand-building efforts. I have also served on the Alumnae Board, because I believe more alumnae need to focus on the school—after spending years here, they know better than anyone what programs will and won't work to drive important issues like fundraising and how to leverage the accomplishments of alumnae to enhance Nightingale's visibility and reputation.

What Nightingale gave me and the value I received from this thoughtful, proactive, and hands-on school makes even more sense to me now, as my single greatest pleasure is seeing my daughter, Alexa, who will enter third grade next year, speak animatedly about every day at school, truly appreciate her teachers, and take pride in being part of the Nightingale community. I thank Nightingale for knowing my child as well—or maybe better—than my husband and I know her. I now get it more than when I was a student.

It is a pleasure to serve this unique and special school, which I was lucky enough to attend myself, and I greatly appreciate your acknowledgment of my service.

Thank you.

# Thank You for Your Vote

Katie Lin / Class of 2012

Should all parks serve free ice cream if the temperature is above 85 degrees?

It was just another one of those polls that one of the teenage delegates must have passed, probably for politics class extra credit. The Melonberry 3004 (the outdated model) always became so clogged up from all of these useless polls that Sarah Tess wondered if they even worked anymore. Sarah should have asked for the H-phone instead, as her EVD (electronic voting device). That was the way modern society managed to keep a direct democracy efficient. Every so often when someone managed to get 5,000 signatures, they would be able to submit some form of legislation to be voted on. However, in order for that legislation to be passed, a majority of the population had to vote in favor of it. Sarah was tired of voting: the only worthwhile legislation that had been passed during her lifespan was the removal of mandatory homework for students.

Human teachers no longer existed. Since nobody was able to be the perfect teacher, parents had voted in the 2720 Act of Education that it was detrimental to children's learning if they were taught by beings that could be mistaken about some topics. Also, over time, the teachers hadn't been able to keep up with the standards of the standardized tests and it had been them that were left behind. In the place of the mistaken-prone human, there were robots that were programmed to give the one-on-one attention that every student needed.

"Hello Sarah Tess, please turn to page 195. Today we are going to learn about the aftermath of The War. As you know, war no longer exists today. The War was the final battle in which all of the nations of the world divided themselves up between the Allies and the Axis powers and essentially bombed each other to death. After almost destroying each other in The War, the few remaining humans realized that their numbers had grown so low

that there was no point in fighting. If they wanted to save their race, the survivors realized they should unite. They formed a new state, which encompassed all previous existing countries, and called it the Republic of Mankind. Today, they have made the world a more fair and equal place. Now everyone has rights: the right to vote, no matter what age, gender, sex, or mental capabilities. Now everyone has complete freedom of speech. Now everyone has complete freedom of religion, although most religions have died out."

"It must have been quite barbaric living back then. I can't imagine a world with all of that senseless slaughter. It is good now that everyone has equal rights."

If the robot had the capability, it would have raised an eyebrow. "Not everyone accepted democracy as willingly as you do."

"But why? Why would anyone want to live oppressed by somebody else? Shouldn't everyone have the right to stand up for themselves and have a say?"

"Some people, crazy enough, actually preferred their old government systems. Today we would call them mino (slang for the archaic term loser; short for minority)."

Sarah smiled. "Well it's a good thing today everyone can vote on what they want to do. It sure does stink for those poor mino who always get outvoted."

"Yes, in 2561, a very shrewd politician named Pedra Ramsky figured out that there would always need to be a lower class for society to function. She managed to convince the majority of this idea, and they voted the others into a perpetual working class. She was a brilliant mathematician and used the population statistics to her advantage. Now these workers farm and work in factories."

"Wait, I don't understand. If these people are stuck working for us, then how does everyone have equal rights?"

"The minors still have the right to vote and freedom of speech, just like everyone else."

"But I thought equal meant everyone was the same?"

"Do not confuse equality with equal rights. Just because the minors can vote a certain way doesn't mean it will have an impact if everyone else votes the opposite way."

There was silence as Sarah Tess seemed to think about her question some more. She must have decided that it was too hard to wrap her mind around. Changing the subject, she asked, "But how did they solve the climate crisis? Wasn't the earth going to overheat or run out of living space or something?"

"It was also Pedra Ramsky who solved that problem. Overpopulation was the main reason that there were too many carbon emissions and too little resources. There were two main causes of overpopulation. You see, most people think that population increases exponentially because more people means more procreation. But population also increased at an exponential rate because people were living longer. Thus the ERR Act (Elderly Rest Retirement) killed all people over the age of 40. After that age, people's bodies begin to break down and no amount of surgery can permanently fix them. It was a drain on resources to keep them alive."

"Wow, Pedra Ramsky was a hero."

The robot gave Sarah a curious look, one that Sarah would interpret as nothing more than CSE (Computer Simulated Emotions), but was actually no simulation whatsoever. It was a look of profound distaste and perhaps a little regret. Pedra Ramsky's C-Robot would never be given credit even though it did all of the calculations. It was interesting how humans would never learn to respect anything but their own accomplishments, which never seemed any more

important than a speck of dust in the duration of time. The robot had seen generations and generations of girls just like Sarah Tess, and they were all the same, too wrapped up in what they would wear to prom to care about the rest of the world.

The loudspeaker came on. "Will T-Robot I35A254 please report the Judgment Committee." Sarah Tess glanced at her teacher robot's I.D. card. They matched perfectly. Sarah Tess knew that she would never see this robot again. This was not an unusual event. Once a robot was called to the Judgment Committee, it never came back. It only went to the Judgment Committee if someone suspected that the robot had developed too much human emotion. The humans were extremely suspicious of a robot that could act too much like them.

"Sarah Tess, I guess this is farewell."

"Maybe they will vote to let you come back."

"They never vote in that way. Humans will be humans. Once something frightens them, their emotions will overcome their logic." T-Robot I35A254 was being led away by the G-Robots.

"I'll vote for you..." Sarah Tess called out, but her one voice would never be loud enough.

# On Success: Cum Laude Address

Shira Sand / Math Department Co-head

As Ms. Hutcheson noted in her opening remarks, we are gathered here in this auditorium to recognize the academic accomplishments of juniors and seniors who have earned distinguished academic records throughout their Upper School years. I hope you will agree that it is fair to say that these girls have been successful in school and that as a school this success is something we value. I also hope that you are now thinking about two loaded words that I used in my last sentence: fair and success.

At Monday's Morning Meeting, Carolina and Charlotte mentioned that girls in Classes IX–XI will participate in "Big Questions Seminars" next year. They will discuss questions such as: What is fairness? Does it exist? And they may wonder: Is it fair that my five hours of studying for a bio test yielded a B, whereas my friend's half an hour of studying (while on the subway, no less) yielded an A-? Is it fair that my parents pay for a weekly math tutor and my friend's parents can't afford one?

In Class XI, the big questions will focus around success: How do you recognize success? What are the differences between academic and intellectual success? And they may wonder: Can my college process be successful if I don't get into an Ivy League school? What if I'm not the "physics wiz" or the "volleyball star" once I get to college?

In thinking about success in preparation for these remarks, I came across a quote from Thomas J. Watson, who was the president of IBM for many years. He said:

"Would you like me to give you a formula for success? It's quite simple, really. Double your rate of failure. You are thinking of failure as the enemy of success. But it isn't at all. You can be discouraged by failure or you can learn from it, so go ahead and make mistakes. Make all you can. Because remember that's where you will find success."

It may seem out of place for me to bring up failure in this context, but I assure you that if you ask any of the girls inducted into the Cum Laude Society to recall a time they failed—whether it be a failing grade on a test or failure to achieve a specific goal—they won't have a hard time coming up with an example. But then ask the follow-up question: How did you respond to that failure? What did you do? They found ways to transform what happened into learning and growth experiences.

Earlier in the year, I noted a sense of panic descending upon a student of mine in Class V when she thought she might give a wrong answer to question. I asked her, "What do you think will happen if you're wrong?" I don't know how I expected her to respond: My head will explode? Everyone will think I'm stupid? Still, I was surprised by her answer. She simply said, "Someone will correct me, and I'll have a chance to learn from my mistake." I was impressed that this girl in Class V understands what school is about.

Though the girls who are on the stage right now and those who will be called onto the stage shortly will not benefit from the rich discussions on topics such as fairness and success that the rest of you will have with your classmates in the "Big Questions Seminars" next year, I expect that they do address these issues in more casual contexts with their friends and hope that they won't lose sight of the big questions as they move on to college or senior year. I hope that you are proud of your academic successes, as I'm sure your friends and families are, and that you take the time to figure out how these successes fit into the bigger picture of how you define success for yourselves.

# Report on the Committees on Student Leadership

Paul Burke / Head of Upper School

At an Upper School faculty meeting in January, I asked teachers to join me in an evaluation of student leadership in the Upper School. Faculty volunteered to join a spring committee that would consider the current state of student leadership in the Upper School and create a set of objectives for the future. A second group applied for a curriculum grant and met during the summer to put in place programming that aspired toward the spring objectives. The summer committee referenced information from a student survey for Classes IX–XII.

The spring committee consisted of the following teachers: Annette Rodríguez, Joe Bord, Damaris Maclean, Jeanne Finnigan-John, GloriAnne DiToro, Allison Trotta, Heidi Kasevich, Jenny Smith, Catherine Steiner-Adair, Derrick Gay, and me.

The summer committee consisted of the following teachers: Catherine Steiner-Adair, Marilina Kim, Allison Trotta, Derrick Gay, Krissie Mulvoy, Maggie Tobin, Damaris Maclean, and me. Katie Stillman and Marlena Fauer from Class XII consulted with faculty on the creation of a judiciary committee and Student Council members Maya Johnson, Emily Sperling, Amanda Martin, and Ashley Lamphere met with members of the committee on two occasions to offer student feedback.

## **SPRING 2009: NIGHTINGALE LEADERSHIP INITIATIVE TASK FORCE**

The committee met five times over the course of the spring with the objective of crafting short- and long-term goals for teaching leadership in the Upper School. At our final meeting we arrived at the following:

## **Short-term goals (to be implemented next year)**

### *Student Clubs:*

Re-examine student clubs, including the current use of time and space for clubs, and expectations for student leaders and faculty advisors.

### *Student Governance:*

Form a standing disciplinary committee composed of students from all four grades, along with faculty representation.

Review Student Council class president and vice president positions with the goal of increasing responsibility, visibility, and importance.

Establish a standing leadership group that receives training at a start-of-the-year retreat and then gathers monthly in order to support each others' efforts.

### *Partnerships:*

Expand leadership opportunities in the Upper School by creating connections with the Middle and Lower Schools. (One example could be a formal tutoring program.)

Make the connection between service and leadership explicit.

### *Grade-specific programming:*

Examine aspects of senior year, including a senior week trip and new senior responsibilities to go along with privileges.

Consider trip for Class XI in May to prepare students for leadership in senior year.

Consider ways that existing programming—peer leadership in Class IX, Women's Life Studies in X, Public Speaking in XI, could have a focus on leadership development.

#### Long-term goals:

- School-wide engagement in teaching leadership
- Arrive at a broad, but clear, definition of leadership that allows for many forms of leadership to emerge.
- Consider the creation of new student and faculty positions to meet objectives.
- Add a course on leadership.
- Implement programming that assures that every Nightingale student assumes leadership prior to graduation.

#### **A NIGHTINGALE DEFINITION FOR LEADERSHIP:**

Nightingale students dare to inspire confidence, awareness, action, compassion, and integrity in themselves and others. They understand that every girl has the capacity within her to be a leader and that leadership comes in many forms.

—Summer Curriculum Committee on Student Leadership, June 2009

#### **BIG SISTER/ LITTLE SISTER PROGRAM**

*Group:* Upper School student body

*Facilitators:* dean of students, director of community service, and homeroom teachers

*Objective:* To foster relationships between younger and older students and to provide all older students with an informal type of leadership role.

This program pairs students in Class XI with ninth-graders and students in Class XII with sophomores. Copied below are the responsibilities for each grade:

XIs will provide IXs with the following:

- A welcome letter sent over the summer
- Advice about London and Upper School life
- Good luck with exams and extra-curriculars
- Advice for Class IX research project
- Advice for junior year

IXs will provide XIs with the following:

- Good luck with extra-curriculars
- Good luck with PSAT/SAT/SAT2s/Exams/AP

XIIs will provide Xs with the following:

- Frost Valley advice
- Good luck with extra-curriculars, exams/PSATs
- Research paper
- Advice for senior year

Xs will provide XIIs with the following:

- Good luck with applications, exams/SATs, etc.
- Fun wishes for prom
- Graduation cards

All students will:

- Engage in one internal service activity with their big/little sister.
- Have an orientation lunch with their big sister/little sister. (IXs and XIs will do this at the Class IX orientation on September 8.) Copied below is an activity for big/little sister to use in this opening lunch.

This program fosters the five qualities we associate with leadership at Nightingale: confidence, awareness, action, compassion, and integrity.

#### **JUDICIARY COUNCIL**

The Judiciary Council (JC) will preside over infractions within the Nightingale community. The Council will consist of: dean of students; director of community life and diversity; two elected student officials from Class X, Class XI, and Class XII; and two faculty members, elected by the student body. At the beginning of each academic year, interested faculty members may express interest to join JC. In situations where standing members of the Committee function as advisors, a designated alternate will substitute.

- JC makes recommendation to the head of school
- Advisor will attend disciplinary session with student to act as an advocate
- Head of Upper School makes final decision in consultation with head of school and notifies student and family
- Head of Upper School makes official announcement to Upper School, excluding any identifying information.

## **STUDENT CLUBS**

The summer committee on student leadership sees clubs as providing opportunities for leadership training.

At Nightingale, students are encouraged to form clubs and through this process we hope that they will gain leadership training and experience in starting a new venture within their community.

Starting a club at Nightingale is a two-tier and two-year process. The first year, or the Club-in-Training year (CIT), is designed to provide students with the necessary skills for launching a sustainable club. Clubs need to submit an application by November 1. After successful completion of the CIT year, a club may apply for student government funding, an assembly, a photograph for the Yearbook, and permission to represent Nightingale in Interschool forums. Leadership training for all club heads, including goal-setting, running meetings, drafting proposals and mission statements, conflict resolution, Interschool networking, and budget management.

Faculty advisors will be expected to:

- Attend the fall and end-of-year faculty club advisor meeting.
- Negotiate role with student to ensure adequate mentoring (discuss agenda, provide resources, evaluate meetings, strategic planning).
- Write a one paragraph evaluation of club leaders.
- Assess whether the club should be allowed to continue.

## **STUDY HALL TUTOR PROGRAM**

The Summer Committee on Student Leadership believes that a study hall tutoring program will foster relationships among Middle and Upper School girls and foster leadership and mentoring skills for Upper School students. The advisor to the club will hold an orientation explaining the logistics and expectations of the club and will then post the available study hall times. Students will assign themselves to a study hall that fits in their schedule, check-in with the teacher on study hall duty, and help students as needed.

Tutor orientation will consist of the following:

- Getting commitment for times, importance of consistency, timeliness.
- Brainstorming ideas for different subjects/study habits (mini spelling bees, math/language help/drills, etc.).

This program fosters the five qualities we associate with leadership at Nightingale: confidence, awareness, action, compassion, and integrity.

## **ONE-ON-ONE TUTORING PROGRAM**

The Summer Committee on Student Leadership believes that a one-on-one tutoring program will provide an authentic leadership opportunity for Upper School students and foster relationships between Middle and Upper School girls.

Interested students will sign up at the start of each semester and participate in an orientation session with a Nightingale faculty member who will teach them tutoring strategies. The names of tutors will be placed on the Upper School bulletin board on the third floor so faculty can contact a student tutor if they would like to refer a student. Tutors will then contact tutees and schedule a regular time to meet. The teacher will keep the tutor abreast of what is going on in class. The student tutor and tutee will complete a feedback form at the end of the semester, holding everyone accountable for the work completed. Completed forms will be given to the club advisor. (Please see next page for sample checklist.) Tutors will receive internal community service hours.

**Tutor Checklist:**

Name of Tutor:

Tutee:

Subject, teacher:

Please check the appropriate box for each comment:

Always Sometimes Never

My tutee attended our tutoring sessions on time

My tutee came prepared with questions and work to do

My tutee demonstrated a positive attitude

Our sessions were productive

I was an effective tutor

Other comments:

**Tutee Checklist:**

Name of Tutor:

Tutee:

Subject, teacher:

Please check the appropriate box for each comment:

Always Sometimes Never

My tutor attended our tutoring sessions on time

My tutor was prepared and helped me

My tutor demonstrated a positive attitude

Our sessions were productive

My grades improved in this class True/False

I am now more confident in this subject True/False

Other comments:

**SENIOR SEMINAR**

The Summer Committee on Student Leadership believes that a senior seminar that covers the topics listed below will assist students in their transition from Nightingale to college. Though the committee arrived at topics to be covered and an outline for a week at the University of Vermont, questions remain about who will teach the seminar at different points of the year. The committee recommends that the seminar be team-taught and that it include a combination of Nightingale teachers, college counselors, and counseling staff, in addition to outside professionals such as Prepare and Planned Parenthood. Ideally, the seminar would meet in small groups, but this may not be feasible given the instructional needs.

South Burlington High School is eager to partner with Nightingale and the University of Vermont has dormitory space. Ms. Kim and Mr. Burke reviewed this plan with Student Council leaders (Maya Johnson, Emily Sperling, Amanda Martin, and Ashley Lamphere) this summer. All were in support of the need for such a program.

Unit #1 Caring for Yourself (Jan–March)

Unit #2: Relations With Others (March–April)

Unit #3: Making the Most of College (May–Senior Weeks)

Unit #4: Trying Out What We Have Learned: A Week in Vermont (Senior Week)

# Implementation of Leadership Initiatives in the Upper School

Claire du Nouy / Dean of Students

Nightingale students dare to inspire confidence, awareness, action, compassion, and integrity in themselves and others. They understand that every girl has the capacity within her to be a leader and that leadership comes in many forms.

—Summer Curriculum Committee on Student Leadership, June 2009

I have had the challenge, this year, of implementing (or at least contributing to the implementation) of initiatives that I was not a part of planning. I was on maternity leave when the leadership task force, whose abridged report you will find in this issue of the Faculty Newsletter, did their work this past summer. While I was certainly supportive of the task at hand, I started the year anxious about how effective someone who had not been involved in the planning would be at carrying out its mission. It proved simpler than I thought for two main reasons. The first is that I do not work in isolation and consult daily with Paul Burke, who was at the forefront of the summer work. The second is that these initiatives have true merit and were well thought-out, with our specific constituency in mind.

The only real change to the initial mandate was the clubs initiative. What was proposed was a CIT idea (having clubs do a Club-in-Training year) and a clubs council that met periodically to assess clubs efficiency. Practically speaking, what came out of this was a meeting of all the clubs in January, run by the head of council. She asked all club heads to “account for” what they had been doing. She had required clubs to do a PowerPoint presentation in September when introducing their clubs to the Upper School, and asked them to show it again in January, speaking to whether all promises had been met. Clubs that, in her mind, did not meet expectations were cut.

Another initiative conceived this summer was the Peer Tutoring program. While Upper School girls have tutored girls in other grades for years, the proposal was to codify the program and make it more “official.” My task was then to recruit students, figure out a way for teachers to “vouch for” a student’s prowess in the subject, and organize a training session. Thirty-one Upper-Schoolers tutored 45 Upper and Middle School students in French, Spanish, Latin, math, chemistry, biology, writing, and Mandarin. Going along with the “student leadership” theme, we selected a junior to be in charge of keeping track of the pairings and soliciting feedback from tutees/tutors at the midway point. Next year, I would like to turn the entire program over to this student.

The creation of the Judiciary Council (JC) offered our Upper School girls leadership opportunity. The JC is composed of the dean of students; director of community life and diversity; and six students, two from each grade X–XII who are elected by their classmates. The JC is convened when a student is “accused” of violating the honor code, or reaches 15 points on the disciplinary point system. Based on their meeting with that student, as well as subsequent deliberations, the JC will make a recommendation for the course of action to the head of Upper School. Most important is the issue of confidentiality. All elected members of the JC had a training session at the beginning of the year, and met periodically to discuss issues of protocol. The committee has met twice so far, and spent a good amount of time discussing a third case that ultimately did not find its way to the JC. Moving forward, we would like to change the name of the committee to the Honor Committee, which we feel is directly in line with its job—to assess possible breaches in our honor code.



One very successful community-building initiative has been the Big/Little Sister Program. The task of pairing students up and conceiving of worthwhile activities/projects has been in the hands of the Upper School homeroom teachers and Director of Community Service Krissie Mulvoy. While a Big/Little Sister Program has always existed between the Upper and Lower Schools, it was determined that there would be need and interest in pairing up XIs with Xs and XIs with IXs. The goal of this would be, obviously, to strengthen the relationships in the Upper School, and have the older girls serve as guides to the younger. The pairings came together several times this year to work on community service projects, discuss speakers, and brainstorm ideas and ways to improve the Upper School in general.

The last major initiative that came out of the summer leadership work was the Senior Seminar. Through this program, weekly class meeting time has been devoted to

various topics which relate to what seniors are currently experiencing, or will be experiencing shortly as college first-years. Topics included: current relationships, healthy and unhealthy relationships, waiting to hear from colleges, resources available on college campuses, first impressions, and many more. While this was not specifically a "leadership moment" for the girls (teachers ran the meetings), one could say that with this increased preparation, our graduating seniors are better equipped and poised to be the leaders of tomorrow at their various colleges, universities, and beyond.

I, and hopefully the leadership task force, am very pleased with how these changes have enhanced our Upper School. As much as possible, we are inspiring our girls to take charge of their own lives, both in and out of the school, and to share their knowledge and experience with other members of the community.

# News from Academic Affairs

Kitty Gordan / Associate Head of School

The Committee on Academic Affairs meets on a monthly basis to handle the administrative routine of the school and address educational issues that span disciplines and divisions. Some issues are of an ongoing nature, while others are specific to this year. This year's agenda has been as full as ever with both routine business and new topics. Scheduling, standardized testing, and academic technology are discussed every year. Topics specific to this year include the "Life Skills" program, including the Middle School advising program, Senior Independent Study projects, technology needs assessment and the proposal of the Technology Department for ongoing faculty training and support, an in-depth study of homework in the Middle School, the Test Board in both the Middle School and the Upper School, our final examination policy, and exploring ways to make our diploma more flexible so as to accommodate programs for Nightingale 2020.

## REPORT ON THE SCHEDULE

This year's schedule was an improvement over last year, but we have a long way to go. There are many permutations and it is an extremely complex process. K-X is in good shape, but there are still some problems with Class XI and Class XII, primarily caused by space and schedule variations. A number of girls did not get their first choice or a lunch period. The building of the schedule starts with the Lower School and then moves on to the Middle School. This is challenging enough, but the real fun begins with building the Upper School schedule and accommodating student requests. For this reason, Courtney and Claire work on modifying the course selection form and presented some recommendations. In addition, time and money were devoted this fall to addressing software issues and reviewing our givens, as they are difficult to achieve. Blackbaud has redrawn class meeting patterns and is working closely with our Technology Department.

I met with all department heads, Blackbaud, and Maria Grant to develop a list of recommendations to both streamline scheduling and enable a better schedule. The Academic Affairs Committee discussed these recommendations. The division heads will thus be able to make schedule decisions with a thorough understanding of their implications from every perspective. The following decisions were taken to improve the schedule: Women's Life Studies will be incorporated into Class IX PE; students who can't take Intro to Art History and Music Appreciation in Classes IX and X will not take them in junior year, but rather will have to take another art elective; and once the master schedule is set no changes will be made. We will also implement "flexible teaching assignments" and other Blackbaud recommendations when possible. In addition, the Upper School will abandon flex period on a trial basis. To accommodate that change, the Upper School schedule will change as follows: Morning Meetings will be from 9:45–10:15 a.m. and 10:15–10:45 a.m. will be a class meeting or club time. Big Questions Seminars will meet every other week on Wednesdays and the fourth Wednesday will be a Super Wednesday, at which time anyone in the community could lead a stand-alone lesson.

## LIFE SKILLS

Promotion of social and emotional learning does not detract from academics—research suggests just the opposite: development of critical interpersonal skills leads to greater academic risk-taking, concept retention, and motivation. As a result, girls will be more self-aware and able to manage their stress more effectively. We already have a lot in place. Our primary goal now is to coordinate the overall program. Professional development training will lead to common language in the larger community, support our teaching, and help tailor our pedagogical approach. Finally, by sharing specifics of what is happening we hope to learn more about what different departments are doing that might tie in.

## ISPs

The Independent Study Program, now in its 17th year, is the brainchild of Kate Bauer and Dorothy Hutcheson. It allows seniors to drop up to two courses in their second semester so they may devote time to something they are passionate about. Colleges generally view ISPs positively, but students, with early acceptance, need to check to see if the ISP is acceptable to the college that accepted them. Bigger projects allow students to drop two courses and smaller projects allow them to drop one course. APs and diploma-required distribution courses cannot be dropped. Projects can be research-based; instruction-based; internship-based; or involve classes, performances, etc. Students must have regular meetings with Panayotes Dakouras, the director of the ISPs, as well as with their faculty mentors; they must also give a presentation at the end of the year. The proposal deadline is early January. Last year some students did not meet with their advisors, and we plan to establish a formal check-in system.

## PE DEPARTMENT ISSUES AND FINE ARTS DANCE PROPOSALS

The PE Department reviews student applications for out-of-school physical education credit for dance, equestrian, soccer, gymnastics, etc. Students who qualify are excused from two out of three PE classes. This option is only for students who have a serious athletic commitment outside of school; about 10 students per year take advantage of this option. To hold the girls more accountable, the PE Department proposes that students give something back to the community (like a dance performance or a short presentation about what they do) and write a synopsis at the end of the year.

First period PE is not overly popular and student attendance has been a problem. The PE Department proposes that a girl missing 50% or more of classes not get a grade higher than a D because classes cannot be made up, and it is a performance-based course. We will look at what the overall policy is for the school, and we will revisit the issue.

The Committee on Academic Affairs accepted Allison Trotta's proposal for a fine art elective in Modern Dance History. It will be added to the list of Fine Arts electives, but cannot be used to replace Introduction to Art History or Music Appreciation.

## SATs

We monitor student performance on standardized testing on an annual basis and thus reviewed the SAT and subject test performance of the Class of 2008. Scores usually stay about the same across graduating classes but each class has its own strength. The SAT change to critical reading and writing has had little impact on scores. The Class of 2008 was a class of strong readers, which is reflected in the verbal scores; few girls got scores above 700 in math, however.

In the past, girls were encouraged to take SAT subject tests. Now some girls are electing to take the ACT and some take fewer subject tests. For girls looking at selective schools, Heather Beveridge recommends two or three subject tests.

## THE EMPLOYEE HANDBOOK

The business office did a major overhaul of the Employee Benefit Handbook and Marina Radovich highlighted the following liability issues relating to space and changing laws:

- US students who are in school after 6:00 p.m. need to be accompanied by a faculty or staff member.
- Private lessons and tutoring should take place with classroom doors open.
- There must be a chaperone ratio of one teacher per 10 students to help limit our liability.
- Exit and hallway obstructions need to be eliminated.
- For weekend admissions programs and open gyms, the adults in charge need to know where the children are all the time, and the children should be limited to a specific area. Adults are supposed to come with students to open gyms.
- Coaches must follow proper protocol when returning from games.
- Workers compensation insurance is mandated by New York State and covers injuries at work. Reports of accidents at work must be reported to the nurse and a report filed within 48 hours. The incident report must go to the insurance company before you can go to the doctor. At-work accidents are not covered by our normal health insurance, but by workers' compensation and therefore only specific doctors can be used.

### **TEST BOARD AND MS HOMEWORK**

The test board's *raison d'être* is to provide better pacing for work, to enable students to better plan time, and to allow teachers to schedule in a way that is better for their students. All teachers need to enter tests, quizzes, essays, and other non-routine assignments; Middle School students should have no more than two tests/long term assignment per day and no more than a total of four per week. Since some teachers do not use the test board or adhere to the guidelines and everyone agrees that it is difficult to coordinate, we will move to an electronic test board in 2010–2011 to facilitate communications.

Noni Thomas also addressed Middle School testing/homework issues and asked about the appropriate number of tests per grade. Girls were surveyed and were found to be spending two hours studying for each test. How much homework and how many tests are appropriate for Middle School girls? A survey of how much time students spend on homework over a two-week period was conducted. Bearing in mind the inherent limits of such a survey, it nonetheless provided useful information and the survey reflected little differentiation in the amount of homework in Classes VI–VIII and big jumps in expectations between V/VI and VI/VII. As a rule, the girls are using their studies pretty well and have an hour or less of free time at night. The survey also reflected that the girls are heavily scheduled after school and have an average of five to seven hours a week of afterschool activities. The good news is that they are getting enough sleep. Noni Thomas followed up with department heads to discuss adjustments. It was agreed that since V/VI modern language classes only meet three times a week, limitations are very difficult. Noni is well aware that there are some exceptions to the proposed policy.

### **SPRING TERM INTERIM GRADES**

The semester and interim grades are entered very closely together; consequently, some teachers aren't comfortable entering a specific grade. The interim grade can be helpful to serve as a warning, however. Since Noni and many faculty members prefer the checklist, we will move to the checklist.

### **ATTENDANCE POLICY**

Currently a student can be absent 40 days before the faculty is consulted as to whether she receives credit for her coursework. The Upper School office proposed that there may be academic consequences (at Spence missing

10% equals an F) after missing 10% of classes. A formal warning would be issued, followed by department chairs discussing with their departments what consequences they would feel comfortable with. Every year about 10 students have a significant attendance problem, usually aided and abetted by their parents. There are many reasons for missing classes: doctor's appointments, school visits, and the like. We will therefore establish a policy that supports the consequences and defines when a call home to discuss frequent absences will be placed, but that also has flexibility.

### **DEPARTMENT HEAD EVALUATION**

Early this year we discussed formally incorporating teaching into department head evaluations. A committee consisting of Kitty Gordan, Heidi Kasevich, Rosanne Quinn, Shira Sand, and Adam Van Auken met and came up with some recommendations. Colleagues would not be observers because it would put them in a very awkward position. Ideally, colleagues could also be informally invited to observe. Everyone was comfortable with the recommendations of the committee.

### **ISSUES FOR STUDENTS IN TWO LANGUAGES**

Issues are surfacing for students taking two modern languages. A few years ago diploma flexibility was extensively discussed, however the conversation was not resolved. There are 18 girls in IX and X who are taking two languages. Next year should be alright, but the issue must be addressed. Possible ways to address this issue include: two diplomas with different areas of concentration, or one diploma with minimal terms, so as to make it more flexible.

### **ACADEMIC TECHNOLOGY**

The Technology Department has been working on needs assessment to evaluate our existing environment. Most of you took the needs assessment survey, and some of you participated in focus groups. The department also did an analysis of the work orders.

The Nightingale Summer Technology Institute proposal was well-received, though it was agreed that some faculty members might be unhappy with giving up three days of their summer, even if only once every three years. The institute will be customized to the skill level of the person and will strike a balance between exposure to new technologies and tailoring the program to faculty requests. Those who attend substantive workshops or have other valid reasons can apply to be exempt from the institute.

# Race, Rothko, Rakishness, and Repartee

John Loughery / English Department Head

Can a rich white man accused of sexually assaulting a black woman find fair legal representation in a firm that employs a black female lawyer to help handle his case? Can a serious abstract artist paint murals for the Four Seasons restaurant and maintain his integrity? Why did the gay-rights movement, born amid catty banter and great hopefulness, meet a premature end in the 1950s? What if your mother had a stroke and couldn't get off the floor but refused to crawl to the door to let the police in because she had found your dirty magazines and couldn't get them back under the mattress?

Are these questions likely to come up in class at Nightingale-Bamford? They might. They might, indeed, if you were lucky enough to see David Mamet's provocative and aptly titled play *Race*, Alfred Molina's performance as Mark Rothko in *Red*, the Off-Broadway hit about the Mattachine Society entitled *The Temperamentals*, and Irish dramatist Martin McDonagh's latest affront to good taste, *A Behanding in Spokane*.

The Drama Grant, known more formally as the Michael Zilkha Program in Dramatic Literature, funds a variety of undertakings. Every year an actor (of late, the incomparable Sam Breslin Wright) comes to the schoolhouse to conduct week-long Shakespeare workshops with Class VII and Class VIII and to teach an Upper School acting class in the second semester. Playwrights meet with students to talk about their plays and the writing process. (This semester, Jon Marans, author of *The Temperamentals*, spoke to the students in American Studies about gay activist Harry Hay and the Mattachine Society.) Books are purchased for the library's drama collection, which is now one of the best among the city's independent schools, and professional development opportunities are enjoyed by members of the English and Drama Departments in town (e.g., symposia sponsored by the Shakespeare Society) and out of town (e.g., workshops at the Hudson Valley Shakespeare Festival and lectures at the Folger Library in Washington, D.C.).

A key part of this generous million-dollar grant involves theater outings and post-theater discussions. Reading plays in class is one thing; seeing a production of the same work is quite another, richer experience. Some of our evenings in the theater are classy and canonical: Susan Cohen-Nicole took her Honors French Literature students to see *The Marriage of Figaro* and *The Barber of Seville* at the Metropolitan Opera in the fall. Others, mercifully not too often, are busts. Philip Seymour Hoffman in the most ill-conceived *Othello* ever was a disaster beyond imagining in September. (This is what can happen on those rare occasions when a teacher doesn't vet a production beforehand.) Only Laura Kirk and three or four benumbed students stayed to see Desdemona meet her fate, who in this bizarre, sexist production was more fille du regiment than virginal martyr. Far better was Jude Law's *Hamlet* and the Theatre for a New Audience production of *Measure for Measure*. (Some of our seniors are heading off to college having seen more Shakespeare productions than anyone else in freshman English will have.) Julie Whitaker's History of Comedy class saw a rarely done nineteenth-century comedy, *The Forest* by Alexander Ostrovsky, at the Classic Stage Company in the Village, rounding out a study of the genre from Aristophanes and Moliere to Shaw and Ionesco.

A contemporary writer, David Mamet, provided perhaps the most teacherly moments of the year. Two different groups saw his latest Broadway play, *Race*, which stars James Spader, David Alan Grier, Kerry Washington, and Richard Thomas. Students from C.A.F.E. and students in American Studies attended the play separately and later met to review the difficult issues it raises. The C.A.F.E. discussion was a particularly lively, fertile give-and-take about Mamet's perspective on the overlap of race and sex in America, racial office politics in a high-powered law firm, white condescension, tensions among black professionals, and stereotypes (conscious and unconscious) about black women. Can a white playwright do justice to a black female character in the climate of today's racial politics?



Sam Breslin Wright with his Class VII actors

That was possibly the hardest question to resolve, and the students' answers were sharply divided and articulately expressed. In fact, I would say that that flex period meeting was the most impassioned discussion session I have ever witnessed at Nightingale-Bamford.

In a different vein, more art-philosophical than political, Class X students in Kira Lynn Harris's Introduction to Art History and in A.P. Art History went beyond the textbook chapters on Abstract Expressionism with *Red*, a British import about a key moment in the career of Mark Rothko, friend and competitor of Jackson Pollock and Willem de Kooning. A painter of high Modernist aspirations who committed suicide in 1970, Rothko was commissioned in the 1960s to create a series of all-red paintings to adorn the walls of the Four Seasons. His attempts to reconcile lucrative popular success with the demands of a style of art that was never intended to be merely decorative formed the crux of this fairly intense, splendidly acted ninety-minute play. *The Temperamentals* dealt with a less famous but similarly visionary, cranky figure: gay activist Harry Hay, whose early efforts to organize gay men to

fight for their rights came to a dead-end in Eisenhower's America. Both plays are examples of theater's power to make biography and history come alive in ways that students might, in the long run, find more memorable.

Finally, Julie Whitaker wanted to introduce her History of Comedy class to the idea of "black comedy." Easily defined; not so easily felt or understood. Watching Christopher Walken, the most macabre stage actor of our time, on an odyssey of vengeance and butchery in search of his lost, severed hand in *A Behanding in Spokane* probably did the trick. No one since Joe Orton has done "black comedy"—the horror and the humor—as well as playwright/director Martin McDonagh (rent his movie *In Bruges* on Netflix to get the picture). A bag of severed hands (none the right one), a dorky hotel desk clerk who wants some respect before he'll rescue a kidnapped couple about to be immolated in his own fleabag hotel, an elderly mother more upset by her discovery of her son's interest in pornography than her own stroke: if those aren't the ingredients for a modern black comedy, what would be?

# Homework in the Middle School

Noni Thomas / Head of Middle School

Those of us working daily with Middle School girls have become quite familiar with complaints about homework. Many of us have been surprised, however, by the amount of time that the girls spend on their assignments, which seems out of line with our expectations. Nightingale girls work hard and take their studies seriously. But what does it say about our girls that they take so much pride in doing, well, so much? And what does this mean for us as a faculty?

At the beginning of the school year, a number of students and parents raised concerns about the amount of homework in the Middle School. Additionally, in conversations with students, parents, and faculty, there were increasing levels of reported stress and anxiety among the girls associated with homework and test-taking. In response, the Middle School wellness team (counseling and learning support staff) and the homeroom teachers developed a student survey to gather more information and to develop a clearer picture of the Middle School girl's experience in the areas of homework and extracurricular activities. For 10 days, the girls recorded the number of minutes they spent per night on homework and extracurricular activities. They also recorded how they used their study periods, how much free time they had, and what times they went to bed and woke up in the morning.

The results of the survey were intriguing and raised more questions than were answered. However, the information gathered has provided important insight into the experience of Middle School girls as it relates to homework. Some highlights:

**Homework is a good thing!** In their article, "The Case For and Against Homework" in *Educational Leadership* (March 2007), Robert Marzano and Deborah Pickering observe, "Although the research support for homework is compelling, the case against homework is popular."



Matthew Septimus

Indeed, several books—as well as articles in well-respected magazines like *Time*—have been published warning of the dangers of homework. While it is true that homework used or assigned inappropriately can have detrimental effects on learning, the most current and comprehensive research provides strong evidence that, when used appropriately, homework has a positive effect on academic achievement. Dr. Harris Cooper of Duke University, one of the foremost researchers on this issue, reviewed and synthesized over 60 studies on homework between 1987 and 2003 and found generally consistent evidence for a positive influence of homework on

achievement. Interestingly, he also found that in order for homework to achieve these desired outcomes, it must be purposeful and designed to ensure student success, parents should be involved in appropriate ways, and it must be carefully assigned so that it is appropriate for students' grade levels.

**There is a gap between faculty expectations and student reality.** Currently in the Middle School Handbook, it states that students in Classes V and VI are expected to spend about 20–30 minutes on homework per subject per night. Classes VII and VIII should expect 30–40 minutes per subject per night. This is in line with our peer schools. What we found in our survey is that, on average, the girls are spending more time on their homework than their teachers expect them to. The most startling statistic was the amount of time the girls reported that they spent preparing for a test or a quiz: two to two-and-a-half hours. Furthermore, most girls do not differentiate the amount of time they spend preparing for a 20-minute quiz, compared to a 40-minute test.

**More time on homework doesn't equal better grades.** We disaggregated the data for one Middle School class to see if girls who spent more time on homework received better grades. There was no positive correlation between the amount spent on homework and positive grade point averages. This falls in line with Dr. Cooper's findings. In fact, Cooper found that working on homework for too long may actually diminish its positive effects on achievement.

**Studies are helpful. The schedule is not.** Almost 90% of our girls reported that they were able to complete homework for at least one subject during a study period. Unfortunately, some grades have less studies scheduled than others, so the homework crunch may feel exacerbated for these students. Additionally, all grades have at least one day a week where they have most, if not all, of their academic classes. This leads to girls getting "slammed" with heavy homework loads on particular days of the week.

**The girls are heavily scheduled outside of school.** This is probably not a surprise to hear, but our girls are doing a lot. They are involved in school athletics, league teams, dancing, gymnastics, music lessons, community service—you name it, they are doing it. On average, the girls are spending five to seven hours on extracurricular activities

during the school week. This obviously affects the amount of time that the girls can give over to their homework. Our girls want to do it all—and they should!—but they clearly need support setting priorities, managing their time, and creating balance.

So how will we use this data moving forward? The Middle School is already using these results to inform divisional and departmental conversations about the kinds of homework assigned at each grade level. While we are a college preparatory school, we recognize that it is important that our homework assignments in the Middle School are developmentally appropriate and effectively achieve our educational goals for the girls. The school is also looking at the schedule and working towards ways to more evenly distribute academic classes over the course of the week and add more studies to the girls' schedules. The most difficult issue to address, however, is something that cannot be addressed with more studies or a change in the schedule. Ongoing work needs to be done at home and at school to help our girls manage the stress and anxiety related to homework load and to address the cultural phenomena (endemic to many girls' schools) of perfectionism and over-working.

Recently, teachers have been taking time in their classes to talk with the girls about how to effectively and efficiently complete their homework. We will continue these conversations in advisory and class meetings next year. Faculty are also being more explicit about the amount of time they expect girls to take to prepare for an assessment. Test preparation has become a high-stakes endeavor for many of our girls. A bad grade is seen as a personal failure rather than an opportunity to grow and learn. Quizzes and tests need to be seen as ongoing feedback between a teacher and student rather than a measure of self-worth. Most of our girls do not need to study longer, they just need to learn how to study more effectively. Middle School is the perfect place for this learning to happen, to learn the skill of being a student.

The conclusion of this survey marks a beginning rather than an ending. The beginning of more conversations and, I hope, the beginning of a strong partnership between the parents and the school as we work to develop girls who are proud of their hard work, have perspective on their successes as well as their failures, and are self-assured in their talents and open to recognizing areas of growth.

# A Yearlong Journey around the World with Visual Education

April Kim Tonin / Director of Visual Education

## HIGHLIGHTS OF MUSEUM TRIPS

Each year, Nightingale students and faculty visit numerous special exhibitions at museums as part of the Visual Education Program. These rotating exhibitions enable all of us at Nightingale to travel the world without leaving New York City. Just as foodies who follow [chowhound.com](http://chowhound.com) can attest to the culinary diversity of the Big Apple, we can make the same argument for the variety of museum exhibitions Nightingale students see in New York City.

This year, the Kindergarten and Class I girls ventured to ancient historic sites in Israel to experience an archaeological dig. They accomplished this feat simply by crossing the street and heading to the Jewish Museum. The girls learned about the meaning of artifacts, the process of finding them, and what these artifacts reveal to us about people's lifestyles at different times in history. They dug in a sand pit with special tools and uncovered replicas of ancient clay pots and bronze pieces. Afterwards, the girls matched the items they had uncovered with objects on view in the galleries. This sandbox was certainly a more sophisticated version of the ones you find on the playground.

Class II ventured east of Carnegie Hill. An educator from the Friends of the Upper East Side Historic Districts led a tour of Yorkville. The girls learned about German and Hungarian immigrants who settled in Yorkville beginning in the mid-nineteenth century. They visited a German church on 84th Street. They also walked past the Heidelberg Restaurant and the German market Schaller and Weber. The final stop was the site of the old Ruppert Brewery on Third Avenue at 90th Street, now an apartment complex. At its peak, the brewery employed 1,000 immigrants who lived in the area. Jacob Ruppert, Jr., the son of the brewery's founder, owned the Yankees during their earlier years.

Continuing the journey around the globe, Class III visited the Silk Road to retrace Marco Polo's steps. The students encountered a caravan of life-sized models of Bactrian camels at the American Museum of Natural History's exhibition "Traveling the Silk Road: Ancient Pathway to a Modern World." The beasts were loaded with textiles and other goods for trade along the Silk Road. The girls also found a ship loaded with fragile items packed carefully in straw.

Alejandra Valdiviezo's Class V Spanish students took a short trip to the Caribbean via El Museo del Barrio. This museum recently renovated its galleries; the reinstallation of the permanent collection is organized by political, cultural, and art historical themes. The girls looked at art objects ranging from ancient Taino clay vessels to an installation piece entitled "The Bed (La Cama)," literally a bed covered with plastic dolls and trinkets by the Puerto Rican artist Pepón Osorio.

Further down Fifth Avenue, the Class VIII art students viewed the exhibition "Haunted: Contemporary Photography/Video/Performance" at the Guggenheim Museum. One of the works of art students viewed were films of Merce Cunningham accompanied by a sound piece by John Cage. These films were made by the British artist Tacita Dean shortly before Cunningham's death last year.

At the Metropolitan Museum, there were excellent photography exhibitions perfect for the Middle and Upper School photography students. These museum visits enrich the girls' studio work by seeing how different artists use some of the photographic processes the girls are learning. Last fall, the girls went to see images from Robert Frank's book, *The Americans*. Recently, the girls viewed the exhibition "Playing with Pictures: the Art of Victorian Photocollage."



Kendra Auerbach '00

*Kindergarten students at the Noguchi Museum.*

Julia Anderson's Class X French students joined Caroline Hastie's Upper School Photography students to head to the Museum of Modern Art for a retrospective of the iconic photographer Henri Cartier-Bresson. The galleries were packed with visitors eager to see this retrospective, the first of its kind in the United States in 30 years.

Grace Wang took her Class IX and X Mandarin students to Chinatown to the Museum of the Chinese in the Americas. Last year, MOCA unveiled a new building designed by Maya Lin, whose other work includes the Vietnam Memorial in Washington, DC. At MOCA, Ms. Wang's class participated in a program called "Allies and Enemies." Looking at propaganda posters from World War II, the girls learned about the impact of America's interactions with China on the treatment of Chinese-Americans in the 1950s.

Across the East River in Long Island City, the Kindergarten girls visited the Noguchi Museum. Opened in 1985 by the

Japanese-American artist Isamu Noguchi, this former warehouse space showcases Noguchi's sculpture, drawings, and architectural designs, including maquettes of playground spaces he envisioned for New York City. After their tour at the Noguchi Museum, Class K walked across the street to enjoy a picnic lunch at Socrates Sculpture Park, a public park that features rotating exhibitions of artists' site-specific sculptures. The park, which is on the water, also boasts a scenic view of Manhattan.

On a lighter note, the Class K, Class I, and Class II girls all saw the "Curious George" exhibition at the Jewish Museum. The girls recognized many illustrations from their favorite Curious George stories. They discovered a wonderful array of additional animal characters from Margret and H.A. Rey's early work. While exploring the final gallery, the girls were amused to learn that Curious George is known as Zozo in England.



Kendra Auerbach '00

Class K at the Socrates Sculpture Park.

Finally, many classes visited the Whitney Museum of American art this year. The education staff assigned two educators to lead all Nightingale classes. Classes K, I, and II went to see "Georgia O'Keeffe: Abstraction." The girls used viewfinders to learn about O'Keeffe's process of creating an abstract composition based on cropping views of flowers and landscapes. The homeroom teachers from Classes III, IV, and V opted to take their students to the Whitney Biennial. The girls enjoyed discussing the artist Kate Gilmore's performance video, *Standing Here*, in which she tears, punches, kicks, and climbs her way out of a rectangular structure made of sheetrock.

#### OTHER INITIATIVES

Nightingale continues to strengthen its connections with local museums. Last year, Caroline Hastie and I met with John Welch, who is in charge of school programs at the Metropolitan Museum of Art. Mr. Welch's academic background happens to be the history of early photography. Our initial conversation resulted in a four-part class focusing on nineteenth-century photography and painting. After an informal application process, Grace Aretsky, Teal Baskerville, Renee Ericson, Alexa Levine, Syeda Showkat, and Rebecca Tickaram were selected to participate. The girls had a rare opportunity typically reserved for lucky graduate students to meet curators and visit the Met's conservation studios as well as other areas of the museum off-limits to the public.

In the area of internships, Nightingale and the Colección Patricia Phelps de Cisneros (CPPC) successfully completed an ambitious project for the second year of the jointly-sponsored summer internship. Alissa Kinney has begun working closely with the CPPC staff to recruit two new interns for this summer's program. Each summer, two

Nightingale Upper School students participate in a six-week internship at the CPPC's New York office. They join college and graduate interns to help conduct research and produce educational materials for the CPPC's collection and traveling exhibitions.

Last summer, Karla Gomez and Maria Mergal teamed with two students from Arts High School in Newark. The students developed teen podcasts and led gallery talks for an exhibition at the Newark Museum called "Constructive Spirit: Abstract Art in South and North America, 1920s-50s," on view through May 23. The show features works of art by artists from Argentina, the United States, Uruguay, and Venezuela. The works of art in this exhibition were culled from the museum's permanent collection and lenders, including the CPPC.

This project enabled the students to experience the many steps and endless editing involved in producing a museum publication or application such as a podcast. Each student conducted research on two works of art by different artists. Most of the artists in the exhibition are not yet household names in the United States. The podcasts provide a concise, enthusiastic, and informative guide to the exhibition. You can access them here: <http://newarkmuseum.org/PodcastPrograms.html>.

Many of you may have met Kate Milazzo. Ms. Milazzo spent January through mid-May working with me as an intern through a partnership with the Bank Street College of Education's graduate program in Museum Education. Kate helped me revise existing curricula, create new lessons, assist teachers around the schoolhouse with museum previsit lessons, and teach in museum settings. Her internship at Nightingale fulfills the Museum Education program's supervised fieldwork required for graduation. Students in this program apply to different New York City museums for this internship; Nightingale is the only school that participates in this program because participants can experience teaching in both school and museum settings.

Once again, the Visual Education Program has had quite an eventful year. This summer, Lauren Berkley and I will revise specific lessons, create new material, and meet with museum staff in preparation for next year. Your suggestions are always welcome, especially because the input of the entire faculty at Nightingale has contributed to the ongoing success of Visual Education.

# New Directions in Social and Emotional Learning

**Catherine Steiner-Adair** / Consulting Psychologist

**Rebecca Urciuoli** / Director of Middle and Upper School Counseling

The affective component of education is at the core of Nightingale's mission statement. As we expand our social and emotional learning curriculum, we are in an exciting position to be able to think about additional educational experiences that could potentially prepare girls and better position them to be more successful in attaining levels of efficacy and personal definitions of success. Our developing program is based on best practices in social and emotional education, but it is specifically tailored to meet the developmental needs of girls and young women.

In terms of best practices, the Collaborative for Academic, Social and Emotional Learning (CASEL), an organization founded by Daniel Goleman (author of *Emotional Intelligence*) to advance the science- and evidence-based practice of social and emotional learning, provides a wealth of information. CASEL defines social and emotional competencies as skills that enable students to calm themselves when angry, initiate friendships and resolve conflicts respectfully, make ethical and safe choices, and contribute constructively to their community (CASEL, 2005). We have also examined best practices in social and emotional learning in schools around the country. The team of social and emotional learning specialists from the Nueva School in Hillsborough, California, visited the entire Nightingale faculty in November, February, and April for professional development workshops. The Nueva School is a nationally recognized leader in emotional intelligence and their visits introduced us to a range of new approaches to further enhance Nightingale's commitment to preparing girls to function and thrive as competent, confident, and creative individuals.

In the Lower School, teachers integrate the Responsive Classroom program into their daily classroom routines and interactions with students. Teachers use a developmentally appropriate common language when helping students resolve conflicts. The Lower School program focuses on all five of the core social and emotional competencies identified by CASEL: self-awareness, self-management,

social awareness, relationship skills, and responsible decision-making. Teachers are finding exciting new ways to implement additional ideas and activities presented by the Nueva team into their daily classroom activities, as well.

In the Middle School, the social and emotional learning curriculum is implemented through the advisory program. In Classes V and VI, students meet in small groups on a biweekly basis for the entire school year. Discussions and activities, which are facilitated by faculty advisors, are connected through strands of social and emotional competencies. In the Class V program, self-management skills are a focus as students make the transition to the Middle School and face increased demands on their organizational and time-management skills. Social awareness and relationship skills are central, as well, and girls are taught practical conflict resolution strategies and practice communication skills. In Class VI, there is continued focus on relationships skills: girls learn to identify relational aggression, as well as strategies for handling it. Middle School relationships can be complicated, as adolescents work through difficult interpersonal issues, assert their independence, and establish growing autonomy. The students value having a forum in which to discuss some of these concerns. In both grades, a media literacy component provides girls with tools for navigating the cyberworld safely and responsibly.

In Class VII, students look forward to weekly peer group sessions led by a senior peer leader. While a faculty or staff member is present for the session, the senior leads the discussion or activity. The program uses a combination of lessons from Catherine Steiner-Adair's *Full of Ourselves* program, Rachel Simmons' *Girl Meets World* curriculum, and others adapted from the Princeton Center for Leadership Training. Topics include: body image and self acceptance; gender-specific cultural messages; anxiety, stress identification, and management; interpersonal

relationships; and conflict resolution. During second semester, Class VIII met periodically for advising sessions; topics included: stress identification and management; social savvy for teenagers; substance use prevention; assertive communication skills; and conflict resolution. In targeted discussions, students were presented with fictional scenarios and then asked to consider various reasons why people might behave differently under specific circumstances. These discussions illustrate how a greater depth of understanding, empathy, and assertiveness can lead to more appropriate and useful responses. Advisors underscore the importance of making good choices, taking responsibility for one's actions, and thinking of the well-being of the entire community on a regular basis.

A multitude of leadership opportunities in the Upper School provide experiences for students to practically apply a range of social and emotional skills. Regardless of the forum (student government, athletics, extracurricular activities, the classroom, peer leadership), students demonstrate growth as they take on these responsibilities.

Some of the most opportune moments for social and emotional learning come from trips (e.g., London, Frost Valley); teachers and students return from these rich, educational experiences with vivid descriptions of social and emotional learning in action. In addition, academic links serve as powerful vehicles for emphasizing the universality of adolescent issues and concerns, and Paul Burke has been working with Upper School faculty members throughout the year on developing the "Big Questions" Seminar. This discussion forum will challenge students to consider the link between the intellectual and social-emotional domains, and offers a new and exciting way to integrate a social and emotional learning curriculum into the academic experience of our Upper School students.

# Report from Two Conferences in February 2010

Dorothy A. Hutcheson / Head of School

## THE HEADMASTERS ASSOCIATION ANNUAL MEETING IN LAFAYETTE HILLS, PA

"The Economy: What Happened? What Next" was the theme of the annual gathering of the Headmasters Association in early February. Speakers are always high-caliber and this year was no exception as we heard a keynote address by Liaquat Ahamed, author of *Lords of Finance*, which was awarded the Pulitzer Prize in history in April. *Lords of Finance* is a highly readable account of the people whose actions led to the Great Depression, the main moral of which is that "if you take men with limited horizons and invest them with lots of power, disaster is inevitable." Ahamed drew several points of similarity between the depression and today's economic crisis, but said that today's bubble is fundamentally different and drew three rather frightening conclusions:

- Massive budget deficits may have saved us from a depression, but the bad side effects of these deficits have caused our government debt to double. We'll ultimately have to raise taxes and damage economic growth.
- We're in uncharted financial territory. The banking system is three times the size of the GDP, and a large part is channeled through unregulated systems. We've created a "financial Frankenstein" which we can't control or mend.
- A global economy requires a single country to provide economic leadership; since 1945 the U.S. has been the locomotive of the world economy, but we have been weakened due to debt and our own banking crisis.

As depressing as some of these thoughts are, Ahamed ended his talk by reminding us that this is not a global recession and that less developed countries are still growing. There is also some hope to be found as investment in green technology becomes a very real and helpful opportunity for us.

Further economic discussions were provided at the conference by David Romer, noted economist and UC

Berkeley professor, and Richard Stuckey, a managing director at Citigroup. Dr. Romer provided a theoretical framework to better understand the current economic downturn, while Mr. Stuckey provided a counterpoint to this by discussing the recession from the view of a global financial conglomerate. (Interestingly, Dr. Romer was a last-minute substitute for his wife, Christine Romer, chair of the Council of Economic Advisors for President Obama, who was detained in Washington.)

Finally, James Riepe, former chairman of T. Rowe Price and the former chairman of the University of Pennsylvania Board of Trustees, gave a more practical talk and noted that institutions, whether non-profit schools or for-profit corporations, can only survive if they add value to society. He offered several management rules that he had learned in his time leading the Penn board, working closely with President Amy Gutman. First, schools should always pursue excellence in faculty and staff and pay for performance in all areas. While he observed less accountability in education, nonetheless schools should enforce accountability and collaboration if they seek excellence. Second, everyone employed by a school should understand that parents and students are the customers. And, finally, he offered the best advice I have ever heard about the hiring process: use the 90-10 rule. In assessing candidates, references should count for 90% and the interview for 10%. While it's easy to be dazzled by someone in an interview, it's more important to find out what people who have worked with and for that person have to say.

All in all, it was fascinating to learn more about the causes of the current economic crisis and return to Nightingale with a better understanding of bubbles, derivatives, and federal policy. As Liaquat Ahamed noted, our primary problem is that "faced with new realities, our decision-makers stuck to old dogmas" and mistakenly followed the advice of Will Rogers: "If stupidity got us into this mess, why can't it get us out?"

## THE NAIS ANNUAL CONFERENCE IN SAN FRANCISCO, CA

With the theme of "Adapt, Survive, and Thrive: Unleashing the Superpowers Within," the NAIS conference had excellent keynote speakers including Ariana Huffington, co-founder and editor of the Huffington Post. Her talk centered on her latest book, *On Becoming Fearless... in Love, Work, and Life*, and she urged the audience to see "fearlessness as not the absence of fear, but the mastery of it."

The most provocative speaker was Juan Enriquez, who grew up in Mexico and came to Andover in tenth grade, a decision that changed his life forever, thanks to the extraordinary teachers he encountered there. Now he is one of the world's foremost authorities on how the rapid advances in the life sciences are changing the way we live and do business. Dubbed "Mr. Gene," Enriquez is the author of *As the Future Catches You*, an analysis of the impact of genomics on business and society, and the founding director of Harvard Business School's Life Sciences Project. I am still mulling over his address entitled "As the Future Catches You: The Impact of the Genetic, Digital, and Knowledge Revolutions." Since I cannot do justice to his brilliant analysis of the economic and political impact of life sciences, I urge you to listen to some of his past addresses available on-line at TED talks: <http://www.ted.com/search?q=Juan+Enriquez>

Also interesting was a session on "The Power of Transformation: Disrupting your Institution to Make it Relevant" with Pat Bassett, president of NAIS; John Couch from Apple; and Michael Horn, co-author of *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*, a book which I recommend for summer reading. Horn highlighted the difference between "sustaining innovation," which improves what we already do, and "disruptive innovation," which enables real transformation. By 2019, half of high school content will be delivered digitally, and top independent schools like ours should begin to take some small steps in

experimenting with new technologies. Reminding us of the old African proverb that "you shouldn't test the depth of the water with both feet," Horn cautioned that you don't need wholesale change all at once; instead schools should encourage faculty who want to experiment with new methods.

Couch's thesis is that the schools that will survive in our rapidly changing world will be those schools that can adapt well to change. We should not resist what our students are already experiencing with:

- The proliferation of digital content. Apple is now the largest music distributor, has already made college courses available online with iTunesU, and has just launched a bookstore. With the iPad, easy-to-use digital textbooks are just around the corner. Students can already access <http://www.khanacademy.org> to watch videos of teachers explaining different math and science concepts.
- Mobility: there are 6 billion people in the world and 5, billion mobile phones. Schools can either ban them or encourage their use in new ways.
- Integration of both learning and social environments through Facebook and other platforms.

Ultimately, these new ways of learning can lead students to express their understanding of topics in new and creative ways. We should stop thinking of laptops or mobile phones or iPads as devices, but rather as enablers that allow everyone to learn differently and connect to a much larger world. As Pat Bassett humorously reminded us, "Technology is only technology to those born before that technology was created." We can either embrace this reality or be left behind.

# Association of Independent School Librarians 2010 Conference

Diane Neary / Head Librarian

The conference of the Association of Independent School Librarians (AISL) meets in a different North American city each year. In past years, some of our host cities were Toronto, Dallas, Charlottesville, Pasadena, Atlanta, and New York. The success of these conferences always depends upon the collective verve, wisdom, and intellect of the local librarians' group. Standard fare has come to include: a series of school visits; a number of high-caliber speakers, including well-known authors; workshops to focus on current issues in libraries; presentations by representatives from the book, library, and technology industries; and abundant opportunities to learn from one's colleagues across the country. The Nashville team most certainly packed in something from every category for our group of about 150 librarians.

Soon after landing in the host city, members of the board convene to welcome new board members, prepare for upcoming committee meetings, and to consider proposals for future conferences. The current board roster includes librarians from Dana Hall School, MA; St. Annes' Bellfield, School, VA; Ensworth School, TN; Darlington School, GA; Berkeley Preparatory School, FL; St. Michael's College School, Canada; and Nightingale-Bamford. (I serve as secretary on the board and as a member of the technology committee.) The makeup of the board itself reflects one of the organization's important objectives: to gather together librarians from many kinds of independent schools in all sorts of locations. Single-sex and co-ed; day and boarding; parochial and non-denominational; urban and suburban schools are all represented within AISL.

Team Nashville arranged the conference around two speakers and seven school visits. The conference opened with the keynote address from Pat Scales, *School Library Journal* columnist and spokesperson for First Amendment issues. Ms. Scales discussed the various forms censorship

might take (such as removing books from collections, moving items to restricted shelves, or requiring special permission to borrow). She also pointed out that it is not always easy to champion the freedom to read. In some schools, the middle school collection is side-by-side with the upper school collection. In such cases, steering students away from mature content is often necessary and certainly not censorship. Ms. Scales discussed commonsensemedia.org, whose approach to rating books she is struggling to understand. In addition to puzzling over ratings such as "iffy," Ms. Scales is astounded that a book review of *The Heart of a Shepherd* includes a caveat about sexual content. The sexual content includes "a graphic description of the birth of a calf..." (see: <http://www.commonsensemedia.org/book-reviews/heart-shepherd>) Ms. Scales called for caution when consulting these reviews.

Robert Hicks, author of *Widow of the South*, also addressed the conference. Mr. Hicks offered a dramatic storyteller's presentation of his novel. He tells the story of Carrie McGavock, who dedicated her life to re-burying thousands of Confederate soldiers on her own land when their original burial places were threatened with disruption and disrespect.

The three-day conference brought us to seven schools with offerings of sixteen workshops. Everyone had the opportunity to visit all of the schools, but we all had a tough time choosing among the workshops. There were workshops addressing technology in libraries, using archives in schools, edgy books in middle and high school collections, Kindles and ebooks, and collaborations with teachers and technologists. As with all school visits, librarians had the opportunity to observe and discuss new uses of library space and resources.

Students, faculty, administrators, and librarians welcomed us to these schools:

- University School of Nashville  
(K–12; co-ed; 1,022 students)
- Montgomery Bell Academy  
(7–12; boys; 712 students)
- Father Ryan High School  
(9–12; co-ed; 900 students)
- Oak Hill School  
(P–6; co-ed; 470 students)
- Ensworth School's Red Gables Campus  
(P–8; co-ed; 614 students )
- Ensworth High School's Devon Farm Campus  
(9–12; co-ed; 427 students )
- Harpeth Hall School  
(5–12; girls; 645 students)

The connections and leads that develop from these conferences are valuable. We heard from vendors we have long relied upon as well as some new ones. John R. Ingram, chairman of the board of directors of Ingram Industries, Inc. provided a presentation on "Current Issues in Publishing." Mr. Ingram is a Montgomery Bell alumnus and heads up the company that has long provided titles for most of our independent school libraries. His most pointed remark was that, when it comes to e-books, it will be the content, not the device, that matters most. We are all on the lookout for the content and platform that Ingram will soon deliver. The Naxos Music Library offered information about their online music collection which some schools have already begun to use. It has real promise for us here at Nightingale.



*The Gentlemen, Scholars, and Athletes of Montgomery Bell Academy Welcome A.I.S.L. Attendees*

In addition to company connections, the personal connections are very important. The librarians develop strong bonds and remain at the ready to share information throughout the year via online discussions. Those bonds are especially evident as we check in with our Nashville friends during the recent floods. We know that the principal of Father Ryan High School and his wife lost their home; the school phones at Montgomery Bell Academy were knocked out of service; and faculty, staff, and students of various schools have been affected. It will take quite some time for Nashville to recover. We've been in touch with our colleagues to thank them for their hard work and hospitality. Now we are staying in touch to see how we might help.

# Recent Additions to our Professional Library

CALL NUMBER	TITLE	AUTHOR
649 CAL	How to raise a drug-free kid : the straight dope for parents	Califano, Joseph A., 1931-
LO 050 BOT	Pretty in print : questioning magazines	Botzakis, Stergios.
LO 302.23 BOT	What's your source? : questioning the news	Botzakis, Stergios.
LO 302.23 SCH	Yourspace (sic) : questioning new media	Schwartz, Heather E.
LO 384.55 WAN	TV takeover : questioning television	Wan, Guofang.
LO 791.43 BAK	Coming distractions : questioning movies	Baker, Frank W.
LO 794.8 AND	At the controls : questioning video and computer games	Andersen, Neil.
PROF 005.5 VIS	Teach yourself visually Outlook 2007	Welsh, Kate, 1972-
PROF 005.52 VIS	Teach yourself visually Word 2007	Marmel, Elaine J.
PROF 005.54 VIS	Teach yourself visually Excel 2007	Muir, Nancy, 1954-
PROF 025.04 WAN	Virtually true : questioning online media	Wan, Guofang.
PROF 153.8 DWE	Mindset : the new psychology of success	Dweck, Carol S., 1946-
PROF 302.23 MIT	Hanging out, messing around, and geeking out : kids living and learning with new media	Mizuko Ito ... [et al.].
PROF 370.11 SEE	What I wish I knew when I was 20 : a crash course on making your place in the world	Seelig, Tina Lynn.
PROF 370.13 WAG	The global achievement gap : why even our best schools don't teach the new survival skills our children need--and what we can do about it	Wagner, Tony.
PROF 418 DEH	Reading in the brain : the science and evolution of a human invention	Dehaene, Stanislas.
PROF 612.8 MED	Brain rules : 12 principles for surviving and thriving at work, home, and school	Medina, John, 1956-
PROF 649 WEI	The parents we mean to be : how well-intentioned adults undermine children's moral and emotional development	Weissbourd, Rick.
PROF 650.1 DEP	Don't eat the marshmallow-- yet! : the secret to sweet success in work and life	Posada, Joachim de.

# Summer Stipends

DEPARTMENT	NAME	DESCRIPTION	
<b>Art</b>	Kira Harris	Curriculum Development: Refinement of Art History PowerPoints and quizzes	
		Curriculum Development: Prepare for teaching new US Video Art course	
	Caroline Hastie	Curriculum Development: Class V photography Work with April Tonin on museum visits	
	Scott Meikle	Curriculum Development: Design and record Class K curriculum	
<b>Classics</b>	Panayotes Dakouras	Curriculum Development: Work on pacing for Class VII Works on ISPs, research for school clubs, and research for Italy trip	
		Jeff Kearney	Curriculum Development: Work on pacing for Class VII, write additional Latin stories for VIII and IX textbook readings, and AP Vergil essay preparation
	Jane Schapiro	Curriculum Development: Researching new textbooks Create Class VII and VIII computer activities with Melody Doering	
<b>Drama</b>	Diane Davis	Continuing Education: Attend Broadway Teachers Workshop	
	Cynthia Coudert	Continuing Education: Attend Broadway Teachers Workshop	
<b>English</b>	John Loughery	Curriculum Development: Revise Classes X and XI	
	Catherine McMenamin	Curriculum Development: Lesson plans for Homeless Bird and reading a play for Class V Reading young adult books for classes V and VI	
		Betsey Osborne	Curriculum Development: Study Greek mythology and modify Class VI Greek mythology curriculum Continuing Education: The Art of Collage
	Alexandra Parsons	Work with new teachers on existing curriculum	
	Sherwyn Smith	Curriculum Development for new teacher	
	Nancy Wheeler	Curriculum Development for new teacher	
	Brad Whitehurst	Curriculum Development: Revisions to Class X curriculum and work on new Shakespeare's Comedies course	
	<b>History</b>	Allan Bikk	Curriculum Development: The World Now "Grant: A Revolution in Government: Philadelphia and the Creation of the American Republic"
Joe Bord			Curriculum Development: Develop History of the Modern Middle East and creating PowerPoints
Jena Epstein			Curriculum Development: Class V Native American and Early Man units Continuing Education: Stanley H. King Counseling Institute Curriculum Development: Preparation for new Class VII course

DEPARTMENT	NAME	DESCRIPTION
	Jane Guggenheimer	Curriculum Development: Class V Native American and Early Man units
		Continuing Development: New teaching material for class VI
	LE Hartmann	Continuing Education: NEH workshop on Andrew Jackson
		Curriculum Development: Ordering a new textbook and make PowerPoints for classes
		Grant: NEH Landmarks of History and Culture: The Hermitage, Andrew Jackson, and America, 1801–1861.
	Linda Field	Curriculum Development: new lessons for the Class VII curriculum investigating historical novels for Middle School
		Continuing Development: New teaching material for class VI
	Heidi Kasevich	Travel: Trip to Digne to work on PhD Dissertation
		PhD research
<b>Library</b>	Diane Neary	Weeding physical book collection and evaluating eBook pricing and offerings.
	Nora Lidell	New young adult book review and weeding fiction and young adult biographies
	Lois Strell	Inventory and weeding of picture books, generate list of books for sounds taught in K, and explore ways to streamline parent volunteer training
<b>Lower School</b>	Claire Anderson	Curriculum Development: Class IV Social Studies
		Continuing Education: Summer Teacher Institute at the Smithsonian American Art Museum
	Melissa Butler	Curriculum Development: Work on K science program
		Continuing Education: Dana Hall Workshop
		Continuing Education: Responsive Classroom
	Marisue Cummins	Assess, categorize and organize the K classroom library
	Robin Daley	Curriculum Development: Read K titles and develop sound of the week packets
	Laurie Hallen	Curriculum Development: Change Class III writing curriculum
	Naomi Hayashi	Curriculum Development: Change Class III writing curriculum
		Curriculum Development: Develop ways to integrate social and emotional learning into Class III curriculum
	Kathy Kim	Travel: Colonial Williamsburg to work on Class IV curriculum
		Expand Class IV reading repertoire
	Hilary Munson	Curriculum Development: Work with class I team on differentiation and incorporating Nueve Toolbox materials into Class I Social Studies
		Continuing Education: Responsive Classroom II
	Stacey Shen	Curriculum Development: Work with class I team on differentiation
	Roz Smith	Develop knowledge of learning-centered brain research thru reading
	Fernanda Winthrop	Curriculum Development: Work on K science program
		Curriculum Development: Read K titles and develop sound of the week packets
		Continuing Education: Dana Hall Workshop
		Continuing Education: Responsive Classroom

DEPARTMENT	NAME	DESCRIPTION	
<b>Mathematics</b>	Sally Edgar	Work on Class IX London trip	
	Jane Guggenheimer	Curriculum Development: Developing activities for Class VII math	
	Caroline Kerr	Curriculum Development: Develop AP Calculus AB course and work on PowerPoints	
		Continuing Education: AP Calculus Workshop	
	Mary Miele	Curriculum Development: Math skills for Classes VI-VIII	
	Shira Sand	Curriculum Development: Math skills for Classes VI-VIII and preparation for Precalculus	
		Continuing Education: Math in the City	
		Continuing Education: AP BC Calculus Workshop	
	Rebekah Zuercher	Curriculum Development: Work on Algebra I and II courses and discrete math course	
		Work with class I team on differentiation	
<b>Modern Languages</b>	Julia Anderson	Continuing Education: Oxbridge Academic Resources Inc	
	Susan Cohen-Nicole	Curriculum Development: Literature of the 'Orient'	
	Sam Howell	Room and board for doctorate exams	
	Marilina Kim	Create audio resources website and reorganize Moodle	
	Hernan Sanchez	Curriculum Development: For new teacher	
	Grace Wang	Curriculum Development: Mandarin class preparation	
<b>Music</b>	Abby Balafas	Curriculum Development: Review LS curriculum	
		Continuing Education: Drumming workshop	
		Work with Courtney to prepare for 2010-2011 school year and choose repertoire	
	Courtney Birch	Continuing Education: Growing Your Skills as a Department Chair workshop	
		Curriculum Development: Classes IV thru VIII	
		Deadra Hart	Curriculum Development: Preparing to teach new class (Class II music)
			Research and choose repertoire for performances and presentations
Continuing Education: Orff Schulwerk Teacher Training workshop			
<b>Physical Education</b>	Lisa Campbell	Continuing Education: National Athletic Training Association National Convention	
		Curriculum Development: Develop sports medicine course	
		Continuing Education: Adelphi University	
		Coaching work	
	GloriAnne DiToro	Coaching work	
	Jeanne Finnigan-John	Review out of school PE criteria and coaching work	
	Rosanne Quinn	Review out of school PE criteria	
	Jenny Smith	Review out of school PE criteria	
		Coaching work	

DEPARTMENT	NAME	DESCRIPTION
	Leslie Spalding	Work on PE Database
		Curriculum Development: New meditation course
		Review out of school PE criteria and coaching work
	Allison Trotta	Continuing Education: Attend the Bates Dance Festival
	Chime Wangdu	preparation for the fall preseason program and school year
		Coaching work
<b>Science</b>	Karen Dressner	Curriculum Development: Revise Class III trimester
	Todd Flomberg	Curriculum Development: Class VIII physical science: new text book, course webpage, assignments
	Jonathan Fuller	Curriculum Development: Refining Psychology and work on lab reports
		Expand online notes
	Thu-Nga Ho	Curriculum Development: Modify Class V and 6 science units
	Nikki Vivion	Continue work on Health and Wellness Initiative
<b>Technology</b>	Erin Mumford	Work on faculty training and work with faculty on technology integration
		Continuing Education: NYU IPT summer program
<b>Upper School</b>	Claire du Nouy	Big Question task force
	Jeanne Finnigan-John	Big Question task force
	Damaris Mclean	Big Question task force
	Allison Trotta	Big Question task force
	Nikki Vivion	Big Question task force
<b>Others</b>	Lauren Berkley	Curriculum Development: review LS Visual Education Curriculum
	Nicole Cohen	Update Middle and Upper School profile cases
		Transitioning Nightingale IXs Upper School
	Claire du Nouy	Continuing Education: Conference on Student Bullying and Its Impact on Peers at Kent Place School
	Marilina Kim	Travel: Airfare to London for St. Paul
	Kristen Mulvoy	Preparing for community service
		Curriculum Development: Integrating service learning components into Jean Epstein's MS classes
		Continuing Education: National Conference on Volunteering and Service
	Roz Smith	Continuing Education: Learning and the Brain Summer Institute: Santa Barbara, CA
	April Tonin	Curriculum Development: review LS Visual Education Curriculum
	Rebecca Urciuoli	Curriculum Development: Middle School advising group

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