



# Nightingale Faculty Newsletter

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This issue of the *Faculty Newsletter* opens with the talks given by Susannah Holsenbeck '01 at the Cum Laude Assembly and Elena Kiam '81 at the Founders' Day Assembly, and both serve as inspiring tributes to the roles we play in our students' lives years after they leave our classrooms.

Within these pages, we also address the wealth of resources we draw on in our teaching. Diane Neary's article, *Library by the Numbers*, illustrates the many ways our library is important to the whole community. In her piece, April Tonin discusses how this year, as in most, our faculty and students completed 65 museum visits to over 20 different museums, thanks to the Visual Education program, now celebrating its 10th anniversary at Nightingale. John Loughery's article brings to life the ways in which the Michael Zilkha Program in Dramatic Literature (aka "the Drama Grant") enriches our teaching of literature, as well as how our students learn about the theater both in the classroom and as audience members. The Drama Grant also gives our students the opportunity to meet and work with talented guest artists we are able to invite to the schoolhouse for special assemblies and classroom visits. *Report from Academic Affairs* and the long list of summer stipend projects also speak eloquently about the thoughtfulness and creativity that enter into crafting our curriculum and pedagogy.

Kitty Gordan

# 2011 Cum Laude Address

Suzannah Holsenbeck '01

Times New Roman Font, size 12, double-spaced, heading, title, page numbers.

The rules you follow if you are in the know about MLA style.

Pay the meter until 7:00 p.m.

Don't turn right on a red.

Don't walk your dog off-leash after 9:00 a.m.

Pay your taxes.

Your uniform skirt cannot be higher than five inches from your knee.

Wear boxers under that skirt in case you walk over a subway grate and there's a draft.

To get into college:

One – get good grades

Two – get good SAT scores

Three – get really good recommendations (knowing famous people can be helpful)

Four – write a good essay

Five – have lots of quality extra-curricular activities

Six – pray

## **RULES.**

We live by them, most of us, all of our lives. There are rules that are made to protect us, to keep us safe, to help arrange the mass of people populating our planet.

There are the spoken rules and the unspoken rules.

The rules we make or break tell us a lot about who we are as an organization, society, or individual. The rules we make tell us what our fears are and what we've judged to be the risks.

This I do know: the people who make history tend to be the folks who *change* the rules, usually intentionally.

I followed a lot of rules to get where I am today. And I will follow a lot more before my time is up. I actually liked some of the rules when I was growing up: rules gave a

framework, a known quantity, a precise list of action or non-action to follow if you wanted something, if you knew you wanted to get good grades, get into college, get a good job, stay out of prison, keep a lover, find happiness.

What are the rules you write for yourself? What happens when the rules fail you? What are the good rules? What are the bad rules, the useless rules? Are we ever without rules? Can we handle life without them? How do you know the rules you're supposed to follow? How are rules communicated to us?

What was the very first rule? In the Judeo-Christian tradition, the first rule arguably was made by God: don't eat of the tree of knowledge or you will die. This is interesting because the first rule indicates that knowledge is something to be protected against. A little bit ironic given that I'm talking to you today because we're celebrating knowledge. We've been kicked out of the Garden of Eden because the first woman chose to break the rule and eat of the fruit of knowledge. I could go on with this line of thinking, but alas I am not a Biblical scholar, nor do I intend to give a sermon.

You, my dear audience, you're a sophisticated audience: you know the rules of speeches. You know the rules because you've sat through enough assemblies that you've internalized the rhythms and structures. If you're lucky, you've taken a public speaking course and know the finer points of speech-giving etiquette.

So by now, you've figured out that I'm giving a speech about rules. But what is your thesis, Ms. Holsenbeck? Who cares about rules? I care about rules. Because, my dear audience, I am a teacher and if there's one thing teachers know, it's rules.

When I was first teaching, in one of my teacher preparation classes, we looked at the rules we set for our classrooms. We were given to understand that the purpose of rules in the classroom is to create an



*The student and faculty members of the 2010–2011 Cum Laude Society with assembly speaker Suzannah Holsenbeck '01.*

environment where learning can take place. Rules that hinder learning need not apply. The word “rule” itself has some negative connotations. Why not get rid of it altogether? We were encouraged to call our rules “expectations.”

I tried that. My cover was blown when one of my students said, “Miss, isn’t that just a fancy way of saying rules?” See, my students know the game. You guys know the game. Rules give us something to resist against. Sometimes it’s a binary system. Sometimes it’s an “if x than y” equation. Sometimes it’s the person who can figure out the loophole in the rule who wins.

I spend a lot of time teaching my students how to play the game. What do I mean by game? I mean the American dream: if you work hard, you will be successful. I spend a lot of time parsing out the spoken rules from the unspoken rules and figuring out which ones I should teach my students, which ones they need to figure out on their own, and which ones they should know about but should try their best not to follow.

Six years ago, I graduated from one of the most elite universities in the world. While my classmates were headed to medical school, law school, Goldman Sachs and JP Morgan, I packed all of my belongings into my

Subaru Forester and headed to the Rosebud Reservation, in South Central South Dakota, to become a high school special education teacher.

The Rosebud Reservation, home to the Sicangu Lakota people, is located in the fifth-poorest county in our country: Todd County. There is an 80% unemployment rate. To put that in context the national unemployment rate hovers around a terrifying 9 to 11%. Todd County boasts the highest teenage suicide rate in the country, one of the highest rates of diabetes in the world, was recently deemed one of our country’s food deserts (you have to travel more than 45 miles to get to a grocery store that sells fresh produce), has 45 different gangs—yes, gangs—that have been identified by local FBI agents, and 90% of all of my students suffered from Fetal Alcohol Syndrome. Violence against women is so outrageous that even the *New York Times* has published articles about the numerous cases of rape that go unreported.

To say that the statistics are stacked against the people living on Rosebud is an impressive understatement. There is a very strong sense, when you drive down Interstate 80, and pass by the “Welcome to The Rosebud Reservation” sign, prairie grass, and buttes stretching on forever, that you have entered a place where the rules don’t apply.



*Nightingale Cum Laude faculty members and guest speaker Suzannah Holsenbeck '01 (from left to right): Shira Sand, Suzannah Holsenbeck '01, Dorothy Hutcheson, Kitty Gordan, and Diana Frangos.*

Rules are communicated by language and language follows its own set of rules. How successfully you can code switch determines how successful you'll be in different situations—at home, at school, at a job interview, with your friends. The words you use to debate the effectiveness of King Louis XIV in history class vary greatly from the words you use when you, say, text your friends. *Lol, omg, ttyl, rofl, btw...* You would never imagine using these acronyms when writing an e-mail to a potential employer. Imagine my utter embarrassment as a wee college freshman when I realized I had signed an e-mail to a respected professor, "Love, Suzannah." Beware the late-night correspondence. There is a time and place for different types of language and the rules that dictate these realms are not always clear.

Language on the Rosebud Reservation is a complicated issue. You have a generation of Lakota elders who still remember being forced to attend the white man's boarding school, who still remember being punished for speaking Lakota. You have another generation that wants to revive their tribal language, so much so that the tribal university, Sinte Gleska, boasts the best Lakota language program in the world. And you have several generations of youth who are caught in the middle. All of the students in the first high school English class I taught were reading at a fourth-grade level or below. Let me assure you, this is not because they were stupid.

Today I want to share with you the story of a former student of mine, Marie Short Bull. Marie was a senior and a member of the speech team, of which I was the coach at the time. Marie's story was all too familiar and heart-breaking: her mother died when she was 13. She grew up in a home several hundred yards from the place where another one of my students, Laura Swallow, was stabbed to death by two other students.

Let me take you back to a spring day, several years ago. We are in the Todd County High School gym. The football team has paraded through on its way to the final game of the season. The dull roar of 300 impatient, hungry students rises slowly, building with the pauses between the presenters.

"What about speech? Could you talk about speech...?" our Principal is tugging at my sleeve. She points to her watch, "Only ten minutes or so... We never hear about you guys."

The football stars trail off into the bleachers and I take the cordless microphone from their coach. It occurs to me that this may be the true test of one's ability to teach on the fly. "How many of you like to talk?" I start, my voice a little shaky. A smattering of hands go up, but the chatter is still thicker than my words. "Okay, how many of you like to

argue?" I say a little louder. A few more hands go up, and the voices quiet a little, but I'm getting angry. "All right, I'm going to wait until it's quiet..."

*What did I just say? Excuse me, come again? Am I going crazy?*

The command comes out of my mouth before I can think it through. How can I expect 300 teenagers to be silent because I, some young, white, special education teacher from somewhere way far away from the Rez said so?

But I stay standing. And I wait. I wait as one student calls from the top of the stands, "You're the one with the microphone..." I wait as the kids giggle and glance around. I wait as the shhhhsss take over. I wait as the students realize I am serious.

Then it gets very quiet. I call down the speech team: Nellie Two Elk, Carol Two Hawk, Tyler Small Bear, Marie Short Bull, Cheyenne Scott, Brittany Gunhammer... They are tentative at first, but as the group gathers around me, shy smiles begin to peek through. I talk a little bit about what it is they do, how they travel every weekend to compete against students as far away as Watertown and how they must read and interpret—with merely the expression of their voice—poetry, prose, plays, and humorous pieces.

What now? I am thinking quickly, "Marie Short Bull, one of our seniors, has been placing first in the Poetry Division for her rendition of 'Phenomenal Woman,' a Maya Angelou poem. I happen to have the text right here," I turn to hand the thick anthology to Marie who stares at me stunned, "and she is going to present her work to you." Her hands begin to shake; I have not in any way prepared her for the prospect of this. It is one thing to present this piece to three judges in the music room of a local high school; it is quite another to present Angelou's words to a jury of peers. And not just any jury; a 400 person audience, full of relatives, ex-boyfriends, neighbors, enemies, and friends. I hand her the microphone.

The gym falls utterly silent. Marie steps forward. Her voice is shy, quiet. She stands five foot high in heels, dwarfed by the towering bleachers in front of her. She speaks the first line, "Pretty women wonder where my secret lies..." then stops and turns back to me. She hands me the book. For a split second I am fearful that she will walk away.

But Marie turns around and taking the microphone in one hand and gesturing with the other, completes the entire poem by memory. She is loud. She is clear. She moves her hips. She makes contact with her voice. The students stare, dumbfounded. The "umhms" and "ooh yeahs" moving through the crowd bolster her words. She speaks her final lines, "Phenomenal Woman, that's me," and the gym is a place of tense, shocked silence. Suddenly the stereotype that Native American students are quiet is shattered once and for all: shouts, screams, applause envelop Marie and her teammates. I have never heard such enthusiasm expressed for the success of a fellow Lakota student. The noise lasts and lasts and lasts.

Marie graduated from high school. The first person in her family to do so. She went on to the University of Minnesota. She dropped out. She joined the National Guard. She moved back to the Rez. She got pregnant. She is now studying to be a nurse, waiting for her child to be born.

What happened in that South Dakota high school gym that warm spring day was that Marie changed the rules.

She said: I am a woman and I have a voice and I will speak.

Todd County High School may be on the list of the 10 most violent high schools in America, but every spring, their speech students stand up in front of their peers and show them the power of language. The speech team has gone on to win competitions Native students only dreamed of competing in before Marie stepped up and said her piece.

Marie may not be in a situation some would deem a success. She didn't go to an Ivy League college. She doesn't make a six-figure salary.

For Marie, her journey is her success. Marie has learned the unspoken rules and knows which rules to follow and which rules to ignore and maybe, just maybe, the life of her as-of-yet unborn child will be better because her mother has this knowledge.

So as you go on with your lives today and you begin again the work of being students and citizens, I ask you to wonder: do the rules you play by get you where you want to be? Do the rules we follow together get us all where we need to be?

# 2011 Founders' Day Speech

Elena Hahn Kiam '81 / Recipient of the Alumnae Service Award



Founders' Day Assembly speaker and Alumnae Service Award recipient Elena Hahn Kiam '81.

Thank you, Ms. Hutcheson, and thank you to the administrators, faculty, and supporters of the Nightingale-Bamford School for all you are doing to keep the magic of a Nightingale education alive and well. Like you students in the audience today, I received a wonderful education. My experience here formed the foundation for what I have been able to accomplish since I graduated from the blue doors in 1981. It is why I have chosen to support Nightingale in whatever way I can—to ensure that other young women benefit from the inspiring people who teach and work here.

I arrived in my blue tunic in 1969, particularly shy and not sure of myself, the youngest of four girls in my family. My three (often bossy) older sisters were already at Nightingale and, like me, ended up staying all 12 years. My mother occasionally substituted as a language teacher in later years, so it was a bit of a family affair.

Like you probably do, I often felt that there was too much work. I remember staying up late to memorize the opening lines of the *Canterbury Tales* in Old English—I could not figure out why knowing this, or all my Latin declensions, would have an impact on my life because I had absolutely no idea what I was going to do when I left this place. I also wondered if I was missing a lot by being with just girls (and only 40 of them for 12 years), not to mention being so well-known by the teachers that they noticed every little thing, down to the occasional out-of-uniform sock, or when I wasn't trying my hardest, or when I was whispering during math class with my good friend Susan.

But looking back, I think I took for granted what Nightingale taught at the core: that girls can accomplish whatever we set our minds to, and there are simply no limits or glass ceilings. I came to understand, as I suspect

you will, just how much the teachers here cared about me and took the time to get to know my strengths and weaknesses. It may seem claustrophobic at times, but to be truly known by invested and talented teachers is the best thing that can ever happen to you. Your teachers will give you the confidence to take risks and explore all your interests, as they did for me, even if you don't have any thought-out plan.

So let me tell you a bit about my story after I left Nightingale: I ended up studying architecture at Harvard, a subject I knew nothing about. What I did know was that I had always loved art at Nightingale, starting with Ms. Winkelhorn (whom we called Ms. Winky), one of my favorite teachers. I did not realize it at the time, but certain other exceptional teachers would become my role models. My fourth-grade teacher, Laurie Hallen, held me to high standards, but did so with kindness and great humor. Her example and those of many of my other great teachers influenced how I conducted myself later in life.

When I went on to college, I found I was better prepared than most of the other incoming freshmen. When my roommate panicked over her first research paper, I took out my trusty box of plain notecards that I had used here for my paper on the Irish Potato Famine and showed her how to get hers done. In return, she bought me donuts—it was a perfect relationship.

Because of Nightingale, I already knew how to write and how to be persuasive and communicate. Because we are held to such high standards at such a young age by teachers like Mrs. Hallen, we at Nightingale know how to take on difficult assignments and are willing to explore new interests.

So when I graduated from college, I became a banker at JP Morgan. I did not know anything about money and finance, but thought it would be good to learn some business before becoming an architect. Surprisingly, I really enjoyed business and stayed for 15 years. It was when I was at Morgan that I came to appreciate the all-girls environment here at Nightingale that many of

you may feel from time to time is narrow. Try to imagine yourself as the only woman in meetings, especially in less progressive places like Texas and Oklahoma. I was there to build JP Morgan's private banking business. Because of Nightingale, I never even considered being viewed as anything but totally capable. I always did my homework (just like I was taught here) and was able to persuade potential clients that I would be the right banker for them, even though they were often very skeptical about a young woman like me advising them on their finances.

When Lia, my third child, was born, I made the difficult decision to leave JP Morgan. As one of the few senior women, I had become a role model myself. In retrospect, what I did not like about the bank, and corporate America in general, is that there were not many places available for women, particularly at the top. The sacrifices a woman had to make to keep pace were so great. Also, unlike the caring and supportive culture that I remembered at Nightingale, I felt that the women vying for the few available senior positions in corporate America were usually not supportive of one another.

I did not want to make the sacrifices of being away from my home and community and not seeing my children grow up, so I left and raised my three children. When they were a few years older, I returned to the working world. Today, I feel fortunate to be part of a company that at its essence is about helping women achieve success in business and life—and allowing them to do so on their own terms.

The company is called lia sophia, named after our daughters Lia in Class VI and Sophia in Class IX. It is a direct sales company like Tupperware, and we have independent sales representatives, almost all of whom are women, selling fashion jewelry at home parties. They work on their own schedule and from their homes; simply put, they are the CEOs of their own businesses.

I am creative director and head of marketing for lia sophia, so I have been able to combine my early love of design with business. Having the confidence to follow my interests without having a master plan really stems from my days at Nightingale.

Just like Nightingale is a school for and about girls, lia sophia is a company for and about women. And that's the best part—seeing how our business opportunity has allowed women from all walks of life to reach their personal goals, whether it is to earn enough to make a mortgage payment or to be able to afford to educate their children or to leave an unsatisfactory full-time job and start a new career. lia sophia rewards women for supporting other women they have recruited to be on their team. It very much reminds me of the supportive culture I experienced and benefited from while I was here at Nightingale, which is not as prevalent as it should be.

I have always felt it was very important to give back to my community when I could, particularly to the institutions that were important in my life. Obviously, Nightingale figured high on my list. I became active following my graduation, and joined the board 10 years ago. I have tried to stay involved in whatever ways the school asks of me because I really am thankful for the opportunities that the blue doors opened for me and I know will open for my own daughters.

I know my story may seem far off for many of you students. However, your own story will start happening sooner than you think. It may have begun already with just an interest in writing or the joy of playing a team sport. To me, it seems like only yesterday that I was sitting in the very same seats you are sitting in, wearing my blue skirt and my sensible brown shoes. I was not always paying attention either. I was painfully shy and not sure of myself. However, I found my voice and I found it here.

So treasure your Nightingale years for all they are worth. Be thankful that you are known and cared about as individuals. Know that the advice and learning you are receiving here will set you on a path where one day you will have the skills to pursue your passion, but also the wisdom to be practical about how you do so. Nightingale certainly did that for me, and I am forever grateful.

# Library by the Numbers

Diane Neary / Head Librarian



*The Lower School comes together to form a watermelon slice on World Record Day.*

Collectively, Nightingale's three librarians reviewed over 1,500 books and selected 1,200 titles for 11 summer reading lists. Our goal was to entice all 13 grades and at least 500 parents to Authors' Night and the Book Fair, our three-day, two-night book extravaganza that took place May 2–4. Over the course of the four months preceding the Book Fair, we (Nora Lidell, Diane Neary, and Lois Strell) met and planned with the fair's two parent co-chairs (Monique Pettit and Ann-Renee Stathis), along with one fearless member of the Advancement team (Zoë Bullard). This core team interviewed three book fair companies in

order to select the best for Authors' Night and the Book Fair, and our parent co-chairs enlisted several hearty volunteers to unpack *hundreds* of boxes and set up about 50 tables and book displays. We hope that you were able to join us for this wonderful event that celebrates our community's love of reading and dedication to our library!

Over 200 Lower School students came together to celebrate another World Record Day in March, with prizes awarded for more than a dozen projects and games that took place over an entire week. "Food" was the theme of

this year's event and, for the first time, a service project was included, with over 500 pounds of food delivered to the Yorkville Common Pantry. World Record Day challenges included the "Pasta Estimate," in which two girls who estimated 1,000 pasta pieces came closest to the actual number of 891 pieces. (I wonder which of the

***Over 200 Lower School students came together to celebrate another World Record Day in March, with prizes awarded for more than a dozen projects and games that took place over an entire week.***

three faculty members who mounted this fabulous event—Lois Strell, Claire Anderson, or Rebekah Zuercher—actually counted all those pieces!) At the close of the events, Mrs. Hallen brought an eight-pound rubber band ball (entirely constructed by the girls) to display in the Lower School Library. The girls also worked hard all week on a collection of food jokes and a recipe book, in keeping with their delicious theme.

On the Ides of March, 30 members of Class IX took part in the first of three workshops for their Class IX research project. Seventeen laptops, stored and charged in one

laptop cart, left the library and rolled into their classroom. I joined history teacher Dr. Bord for the first half of each of the double periods that morning. At least two weeks before the workshop, all of the Class IX history classes were offered a list of approximately 150 topics, spanning seven disciplines, from which to choose their research

focus. The laptops, prepared for us by Adam Van Auken, Nightingale's director of technology, enabled the girls to take a first dive into the 1.5 billion-item WorldCat, a mega-catalogue of research materials. Luckily, the girls soon learned how to limit their results and locate relevant items.

During the last week before spring vacation, Mrs. Epstein and Dr. Hartmann-Ting, along with Ms. Lidell, shepherded over 40 Class VIII girls through the beginning of an American history research project. The girls were able to review dozens and dozens of possible

topics. The two most relevant print reference sets of books were supplemented by an additional online set. Until now, the girls would not have had simultaneous access during class in the library. As part of the laptop pilot project, however, the library now has an additional five laptops to use during research classes such as this one. The girls enthusiastically combined their online efforts with their use of the print resources.

Nightingale's libraries are important to the whole community in countless ways, and we so appreciate the support we received at Authors' Night and the Book Fair!

# Gruesome Playground Injuries, God's Eye, [sic], Etc.

John Loughery / English Department, Head

The "etc." of the above title could also include *The Motherf\*\*ker with the Hat*; *Bengal Tiger at the Baghdad Zoo*; *By the Way, Vera Stark*; *The Pitmen Painters*; *After the Revolution*; *The Break of Noon*—in other words, it could have included many of the most interesting new plays that appeared on or off Broadway this season, all of which were seen by Nightingale-Bamford students. The Michael Zilkha Program in Dramatic Literature (commonly referred to as the Drama Grant around the schoolhouse) placed a heavy emphasis on contemporary theater this year due, in part, to one of the most popular electives the English Department has ever offered: Laura Kirk's Contemporary American Drama course, which ultimately required four sections to accommodate the incredible number of students who selected it as their first choice during registration last year. Four-fifths of our current junior and senior classes will head off to college with a familiarity—not to mention a personal acquaintance in some cases—with this decade's provocative new playwrights, a familiarity their peers from around the country will not be able to match. (Students in all four sections read a total of 11 plays, all written in the last several years, many in very experimental form.) On a more canonical front, during the first semester, some students in Class XI English attended performances of Oscar Wilde's *The Importance of Being Earnest* at the Roundabout (with Brian Bedford famously playing Lady Bracknell) and some Class VIII students saw the much-touted John Douglas Thompson as Macbeth in the Theatre for a New Audience production of that Shakespeare classic.

Bringing students to the theater, allowing them to see the texts they have read in class re-interpreted onstage, is a crucial opportunity provided by the generous resources of the Drama Grant. Equally important, though, are the

talented guest artists we can invite to the school. For several years, actor Sam Breslin Wright has conducted popular acting workshops for Classes VII and VIII following their study of *A Midsummer Night's Dream* and *Macbeth*, respectively, and he was back with us in December and January for that purpose. We expanded this aspect of the program by including a two-week playwriting workshop in Class XI English, led by Off-Broadway playwright Justin Warner. Students wrote and edited their own short scenes, which were read aloud on the last day of class by professional actors selected by Justin, and they agreed that writing dramatic dialogue and opening themselves to the experience of a group critique gave them a new perspective on the challenges inherent in constructing a successful play. The Class IX Acting class, usually taught by Sam (who landed a part in *Three Sisters* at Berkeley Rep this spring), was taught instead by James Knight, who some Nightingale students last encountered as Pompey in an Off-Broadway production of *Antony and Cleopatra*.

Laura's elective was the occasion for bringing in a whopping five guest artists for question-and-answer sessions: Tony-nominee Pablo Schreiber, star of *Gruesome Playground Injuries*; Jenny Schwartz, author of *God's Eye*; Melissa James Gibson, author of *[sic]*; Rajiv Joseph, author of *Gruesome Playground Injuries* and *Bengal Tiger at the Baghdad Zoo*; and Bruce Norris, author of *Clybourne Park*. Joseph was nominated for the Pulitzer Prize for Drama last year for his powerful, unconventional play about U.S. soldiers in Iraq (Robin Williams plays the Bengal tiger of the title in the production now on Broadway); Norris won the Pulitzer Prize for Drama this year for his play about the changing face of the once-white neighborhood that the family from *A Raisin in the Sun* moved into. All, Laura reports, were particularly engaging, provocative speakers



*Playwright Rajiv Joseph discussing his play Bengal Tiger at the Baghdad Zoo with the Contemporary American Drama class.*

and allowed the students space to ask some sophisticated questions. Do our students have a clue how unusual it is to regularly have award-winning writers in their midst? Who can say? But it is, by any standard, a privileged situation to be in.

Funds from the Drama Grant are also used each year to continue to build our library's collection of new plays (all of the plays read in Laura's elective are now on the shelves)

and new books about Shakespeare (an industry in itself), as well as for faculty professional development. Christine Schutt and I ended the year by attending a lecture at Hunter College, which was sponsored by the Shakespeare Society of New York. Harvard professor Stephen Greenblatt, founder of the controversial New Historicism school, spoke about sex in Shakespeare's plays. On that theme, he could have had no more receptive an audience than Schutt and Loughery.

# Ten Years of Visual Education

April Kim Tonin / Director of Visual Education

Fun facts about Visual Education (please see the end of this article for the answers):

1. Which museum do Nightingale students visit most?
2. Where can Class II find the Depression-era home of the Williams family?
3. Where do Class I and Class VII girls go to have a Zen experience?
4. Class VIII visits the 19th-century home of the Gumpertz family on Orchard Street, now part of which museum?
5. Where do Upper School girls go for a tour featuring paintings by Fragonard, Velázquez, and Ingres in French or Spanish (or even Russian)?

This year marks the 10th anniversary of the Visual Education program at Nightingale. From its modest beginnings in 2001 as a pilot program in Class IV, Visual Education has expanded to the entire student body. Currently, approximately 40 faculty members in eight subject areas incorporate Visual Education into their teaching. Subject areas include Fine Arts, Art History, Classical Languages, English, History, Modern Languages, Social Studies, and World Religions. By the end of this academic year, our faculty and students will have completed 65 museum visits to over 20 different museums in connection with the Visual Education program.

Over the years, we have established partnerships with four local museums: the Frick Collection, the Jewish Museum, the Rubin Museum of Art, and the Whitney Museum. All of these museums provide multi-part programs that enable girls from different grades to see a special exhibition or participate in custom-developed classes. For instance, this year, Class VII photography students visited the Whitney to view a special exhibition of Lee Friedlander's work. The show featured photographs Friedlander took as he toured all 50 states by rental car.

Teachers from Classes K, I, III, IV, and V opted to take their students to the Whitney Museum to see an exhibition of work by the artist Charles LeDray. The girls marveled at an installation of a men's thrift store filled with smaller-than-child-sized racks of men's suits, shirts, ties, gloves, and trousers. LeDray painstakingly sewed all the clothing by hand and even constructed all of the elements of the room—the floor tiles, the lighting fixtures, and the hangers—to match the scale of the clothes. LeDray, who prefers to work without studio assistants, sometimes takes years to complete a single work of art.

In recent years, the Frick Collection has made numerous efforts to appeal to more students. Middle and high school students can now participate in free after-school classes, where they discuss and sketch works in the galleries. This year, the Frick expanded its high school program to include tours of its collection, led by native speakers in French, Spanish, and Russian. Three Upper School classes visited the Frick to converse in French and Spanish about works by Boucher, Fragonard, Velázquez, and Goya.

One museum that was added to Nightingale's roster this year is the Institute of American Indian Studies in Washington, Connecticut. The IAIS collection has a strong representation of cultural objects and works of art from the Eastern Woodlands cultures, such as the Algonkians. During Class IV's inaugural visit to the museum, the girls sat in an Algonkian longhouse and handled a collection of "touch objects," including animal skins, tools, musical instruments, and games. In addition, a museum educator shared traditional stories with the girls. At the end of our visit, we went outside the museum, where visitors can explore wigwams, wooded trails, and gardens that highlight local plant life.



*Class IV visits the Institute of American Indian Studies in Washington, Connecticut.*

Another museum visit outside New York City this year was Class I's trip to the Donald M. Kendall Sculpture Gardens at PepsiCo's world headquarters in Purchase, New York. On one of the few sunny days in April, we took a 45-minute bus ride to Purchase, and the girls explored outdoor sculpture of all shapes and sizes. Armed with sketchbooks, pencils, crayons, and cardstock paper, the girls drew details of Robert Davidson's *Totems*; these drawings are now on display in the fourth-floor hallway. The girls were intrigued to see so many large sculptures made of wood, stone, and metal carefully arranged on rolling hills amidst trees and a large pond. After spending the morning sketching outdoors, they enjoyed a picnic lunch before returning to school.

What does it mean to incorporate Visual Education into the classroom curriculum? All of the teachers involved have developed their own classroom lessons that feature images from museum collections and sites around the world. Paintings; drawings; maps; prints; photographs; and images of architecture, sculpture, and cultural artifacts

enrich lessons. Visual Education can entail comparing different forms of ancient Roman attire for a Middle School Latin class or discussing Lewis Hine's photographs of immigrant families working in the Lower East Side as part of Class II's study of immigration in New York City.

In addition to venturing outside the schoolhouse, a number of artists came to the blue doors to visit our students this year. Pema Rinzin, an artist who works with traditional Tibetan painting methods, shared his work with the Lower School students, creating a large-scale charcoal drawing that left the girls speechless during a Lower School assembly. Caroline Hastie invited Maria Yoon, an artist and educator, to lead the Upper School students through one of her performance pieces. Ms. Yoon has traveled across the United States to get married in all fifty states while dressed in traditional Korean attire. Her work often questions the cultural expectations and restrictions placed on women in Korean society. Certainly, her cross-country voyage was quite different than Lee Friedlander's!



*Class III welcomes Chinese artist Hongtu Zhang to Nightingale.*

At the end of May, Hongtu Zhang visited with Class III students to share his work. Mr. Zhang, whose work addresses Chinese and Western methods of creating art, presents provocative and witty observations about Chinese history and politics. To the delight of the girls, he has placed Mao's likeness on a box of Quaker Oats and fashioned vases with Ming Dynasty motifs in the shape of Coca-Cola bottles. While planning his visit, Mr. Zhang explained to me that he would bring his iPad, which he is using to create a new series of work.

If you happen to stop by the East End of the Student Center during the last week of school, you might catch a glimpse of Class I performing a traditional Japanese dance. Sachiyo Ito, a professional dancer based in New York, visits Class I each year to teach the girls a dance celebrating the blooming of the cherry blossoms in springtime. Ms. Ito is usually accompanied by one of the students in her dance company, who helps the girls tie their kimonos and wave their fans elegantly as they learn their steps.

This summer, Nightingale will continue our joint internship with the Colección Patricia Phelps de Cisneros. Diana Chen and Yvonne Morel from Class XI will join a group of undergraduate and graduate interns at the CPPC's temporary offices on 61st Street. Later in the summer, we will visit the girls to learn what exciting project they are working on. In previous years, Nightingale interns have developed a teen podcast and a family guide to accompany special exhibitions organized by the CPPC in the United States and the Dominican Republic.

Finally, there will be considerable behind-the-scenes work in preparation for Fall 2011. This summer, I will work with colleagues to revise and create new Visual Education lessons. Scott Meikle and I will add a museum-based lesson on stone sculpture, most likely focused on the collection of work by Brancusi at MoMA, to complement Class IV's studio project on stone-carving. Caroline Hastie and I will plan a series of visits to special exhibitions for her students. We will also meet with staff at the Metropolitan Museum of Art to continue Behind the Scenes, the after-



*Class I marvels at the Donald M. Kendall Sculpture Gardens in Purchase, New York.*

school photography course we piloted in 2010 for Upper-Schoolers. To supplement our visits to the Metropolitan Museum and the Frick Collection, Susan Cohen-Nicole and I will create a group of new, image-based lessons with text, maps, and reproductions of artwork. I will also assist the Class I and Class III teachers in revising their pre-visit lessons and museum visits; we envision creating more comprehensive pre- and post-visit activities to support our museum-based lessons. We may also sequence our museum visits to more effectively complement the classroom curricula.

In addition, Lauren Berkley-Saunders and I will produce a new Visual Education curriculum guide this summer with updated lessons and images. In compiling all the lessons, we have come to realize that much of our material has evolved over the past 10 years. We will therefore complete an informal assessment that will help us understand the many ways in which each teacher utilizes Visual Education. In the Middle and Upper Schools, some teachers have written classroom lessons that do not rely

on museum visits, while other teachers assign students topics to research on their own at museums. Nightingale faculty and students continue to set a high standard with their impressive use of New York City's cultural resources. As a result, the Visual Education program has instilled in students a profound exposure to art from around the world. What will Visual Education look like 10 years from now?

Fun facts about Visual Education answers:

1. The Metropolitan Museum of Art
2. The Weeksville Heritage Center
3. The Urasenke Chanoyu Center, for a traditional Japanese tea ceremony
4. The Lower East Side Tenement Museum
5. The Frick Collection

# Report 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 a certain school year. This year, the Academic Affairs agenda has been as full as ever, with both routine business and new topics. Scheduling, standardized testing, and academic technology have been discussed, as they are every year. Topics specific to 2010–2011 include academic advising in the Upper School, admissions, the implementation of our decision to move to one exam per year for Classes VII–XII, life after curriculum mapping, tutoring, service learning, the teaching of modern languages in the Lower School, and how to best gather student input about how we teach. We also continued the work we started last year on aligning our diploma requirements with our vision for the Nightingale Graduate of 2020.

## **ACADEMIC ADVISING COMMITTEE**

A task force chaired by Paul Burke consisting of Claire du Nouy, Rebecca Urciuoli, Damaris Maclean, Heather Beveridge, and myself met this fall and designed an Upper School academic advising process, building social and emotional learning and college counseling into the process in a step-by-step fashion. The primary goal of this newly minted advising process is to encourage students to be more self-aware as learners and to think carefully about the implications of their academic and co-curricular decisions. The process starts with faculty advisors asking their advisees what classes they have really enjoyed, which have been the hardest, what their academic and extracurricular interests are. They should also discuss time management and the advisee's activities outside of school. Advisors will write their advisees' answers on a questionnaire form, to be reviewed by the Upper School College Counseling team. In addition, the head of Upper School meets with Class VIII and the college counselors

meet with students in Classes IX–XI. Consequently, the girls get to know the college counselors well before they delve into the college process.

## **EXAMINATIONS**

When the Exam Task Force met last year, we came to the decision that we wanted to move from two exams per year to one. It made sense to have Classes IX and X take their exams in June, especially as January has become a lost month that we wanted to regain. We also decided to integrate the XI/XII exams into the AP exam weeks, as many teachers teach multiple non-AP sections and feel that those two weeks are often lost to teaching because students focus on their AP exams, to the detriment of their other classes. Scheduling exams for Classes XI and XII during the AP exam period captures significant teaching time, but is very complex to administer.

Generally, the response has been positive to having one set of exams for Classes VII and VIII, but we won't fully know what the impact of this change is until we have gone through it a few times. The initial feedback we've received is that coming back from winter break and not having to go right into review and exams is better for both the faculty and the girls. The faculty particularly appreciates having the extra instructional time in the middle of the year, and the girls are less stressed and anxious during the exam period and altogether seem to have done better on their exams than in prior years.

Noni Thomas met with each department after exams to get a sense of how the Middle School faculty felt about the new approach to exams in Classes VII and VIII. Topics such as the larger volume of materials covered, the appropriateness of these kinds of exams for each department, and how these factors affect their approach to cumulative assessments were discussed. The overall response to the new schedule was positive, and next

year's exam schedule will address some of the logistical problems we had this year. Paul Burke will also solicit faculty feedback about our first one-exam year in the Upper School, specifically in reference to both the educational and logistical factors involved.

### **ADMISSIONS**

Nightingale's mission during the admissions process is to select girls with the highest probability of academic success, while also attempting to affirm our commitment to diversity, siblings and alumna daughters, as well as planning for the school's financial future. The first question the Admissions Office looks at is whether a child has the capacity to thrive at Nightingale. Other considerations include whether there is a philosophical fit with the family and how to build a class with a range of talents, personalities, and experiences.

The Admissions team has a dual role by both assessing the child and providing applicant families with information about Nightingale to help them understand the school and determine whether it is the right place for their daughter. This is done through the distribution of printed and online materials, hosting open houses, and having one-to-one contact with members of the school community. Revisits after acceptance letters go out are also very important. The faculty plays a key role, be it by attending the open houses, showing our program in action, making visiting students feel welcome, or keeping the Admissions Office current with new developments and any information that would be helpful. With Upper School admissions, students also play an important and central role in the decision-making. In short, admissions is a community effort that involves the Admissions Office, the administration, department heads, faculty, parent tour guides, and our current students. Supporting the admissions process is part of being a faculty member at Nightingale.

Altogether, Nightingale has had a very good year in admissions. We had a very robust kindergarten pool drawn from over 105 nursery schools covering almost all five boroughs, as well as Westchester, New Jersey, and Connecticut, and we now have a wonderful incoming Class K class with 11 students of color. Thanks to the strongest Class VI pool we've seen in years, with girls

whose presence will add a great deal to the class both academically and socially, we have opened a new entry point in the sixth grade. Upper School admissions continues to be a challenge, but we have an academically strong group of interesting girls joining us in the fall.

### **DOCUMENTING OUR CURRICULUM**

Curriculum mapping has ended, but we still need to document what and how we teach. We are now returning to departmentally designed course outlines that include the following information: number of meeting times, goals, content, skills, class activities, trips, and texts. Course outlines will be filed at the end of the academic year. The process of drafting a course outline invites reflection about how we teach, how we know the girls are learning, and what is it we want the girls to know. Course outlines are also a valuable resource for new colleagues or when teaching a new course, and they are particularly helpful when thinking about interdisciplinary work, the teaching of skills, and coordinating across grade levels.

The Technology Department has set up folders for each academic department in the faculty-shared drive to file our course outlines. The permissions on these folders allows faculty to read the outlines, but only the department head and the person who created the document can make changes.

### **TUTORING**

Our academic program is challenging, but it is age-appropriate and we monitor student progress with care; in addition, the faculty provides ongoing individual help as needed in labs and individual conferences. Tutoring is only recommended after all other avenues have been explored, and all decisions relating to tutoring for a student must be approved by that student's division head. We researched how widespread tutoring is at Nightingale and found that the volume is normal and that it is primarily with students who truly need the extra support. One problem that stands out is that tutoring is often set up by faculty members, without the division head knowing. Given that the division head has the entire picture of a student's situation and that there is a great deal of coordination, including financial aid issues, faculty should always discuss tutoring with the division heads, who will, in turn, coordinate with that division's learning specialist.

Faculty should not tutor their own students, and all tutoring should take place before or after school. When issues of affordability arise, faculty is compensated at the school rate (\$100/hour) and should bill the school. Given that the referring of colleagues raises conflict-of-interest issues, we plan to build a list of reliable tutors through Interscholar.

#### **SERVICE LEARNING PROPOSAL**

Schools are currently moving away from the “hours approach” to community service, instead moving toward service-based projects. Starting next year, Class IX students will take a class entitled The History of Social Engagement, Civic Leadership, and Civic Engagement. They will look at the historical context of social engagement including education, poverty, homelessness, public health, the environment, current events, and corporate and individual role models. Students will go into the field (two or three times a month) during the school day. A partnership has been formed with Isaac Newton Middle School and Melanie Flamm, a humanities teacher and Nightingale alumna, to teach students about immigration. They will compare and contrast immigration stories from families and friends and submit letter-ready campaigns on current immigration issues.

#### **TECHNOLOGY, GRADING, AND STANDARDIZED TESTING**

Nightingale expects faculty to attend a three-day technology institute, or its equivalent, on a triennial basis. This year we will use “Summercore,” a well-established technology-training program used by many of our fellow independent schools, including Spence, Horace Mann, and Chapin, all of whom speak highly of the program. Participating faculty will span different departments and divisions, and many will incorporate Summercore into their summer stipend work. The workshops will be designed with reference to information compiled about faculty interest, and the focus of the first day will be on new technologies and what they offer.

One of the Technology Department’s goals this year was to deploy our first laptop cart, and we are now finalizing the optimal use of the carts. There are 17 laptops on the cart, which should accommodate most classes. The cart lives in the library and we will work out scheduling details. We pre-piloted the cart with Sherwyn Smith and Brad Whitehurst to see how they would work in the classroom and to address any problems that arose. We will let you know when the laptop carts become available to everyone.

We are still a “B” school and do not have a normal grading curve. We have a select student body; students who have a strong work ethic; A sections in Math, Modern Languages, US History, and Science, all of which contribute to a flatter grade curve. Vocal groups of parents, mostly of students in Classes VII and VIII, complain that we are more stringent than peer schools. This is a perception we must think about when we speak with the girls and their parents about our grading practices.

The Class of 2010 performed well on the SATs. They were very strong on the Critical Reading and Writing tests and the SAT Math scores went up 50 points over the course of the last four years. When it came to subject tests, the distribution was consistent with prior years, with one big difference—20 students took the Chemistry SAT last year and did well. Another new development is the increasing number of students taking the ACT, about one-third of the Class of 2010.

#### **MODERN LANGUAGES IN THE LOWER SCHOOL**

We have been thinking about offering modern languages in the Lower School for some time and have decided to begin, effective for the 2011–2012 academic year. The program will begin in Class III, as the students can read fluently by then and have good verbal skills. Class III students will take a trimester of French, Mandarin,

and Spanish. At the end of the year, students will elect a language to study in the fourth grade. Marilina Kim (Spanish), Grace Wang (Mandarin), and Sam Howell (French) will be teaching these classes. The classes will vary according to the language involved, but for the most part will concentrate on vocabulary acquisition and culture, with grammar infused.

#### **STUDENT FEEDBACK, COURSE EVALUATIONS, ET AL.**

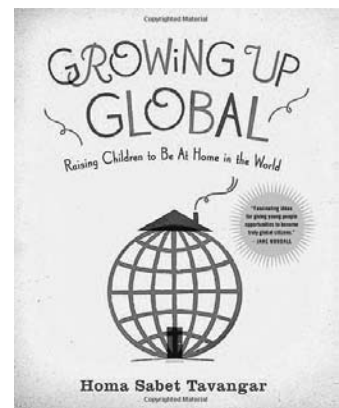
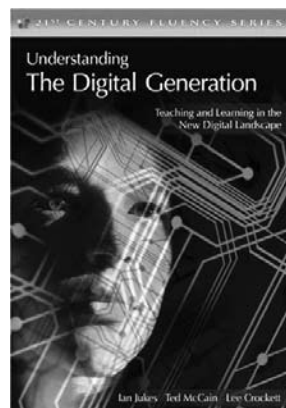
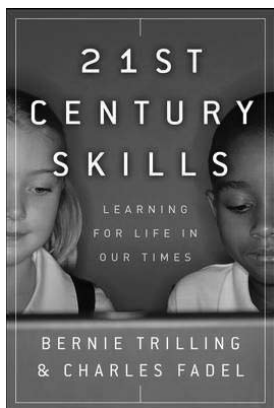
How do we get constructive, helpful, and ongoing feedback from our students? We agree that valuable information comes from such feedback, but we need to determine whether we are analyzing it in a useful manner and whether it is being considered in different departments. How do we create a culture in which students and teachers are comfortable with the students giving feedback to their teachers? Panayotes Dakouras designed his own course evaluation form with open-ended questions for his Upper School students and uses it primarily for the literary portion of the class. Nikki Vivion distributed her first course evaluation after teaching

Public Health for the first time because she wanted to know what the students appreciated, what might not have worked so well, and how the course fit into the bigger picture of science at Nightingale. Nikki has since adopted evaluations in Biology and AP Biology. In the Math Department, some teachers ask for feedback regularly and some do not. Sally Edgar leads discussions to evaluate her tests and asks what works and what does not. Others in the Math Department employ questionnaires about homework and how the class uses the textbook. Paul Burke gives his History class two open-ended questions about three times a year: What is working well and what can be improved? He looks for patterns and then reports back to the class. I myself ask for course evaluations once a year with some open-ended questions, in combination with questions that ask students to rate aspects of the class on a number scale. I'm interested in what units the girls feel most comfortable with and what is most useful to them in their learning. Some other members of the History Department practice garnering student feedback, as well.

# Recent Additions to our Professional Library

The following is a selection of titles added to Nightingale’s professional collection over the course of the 2010–2011 school year:

TITLE	AUTHOR	CALL NUMBER
21st Century Skills: Learning for Life in Our Times	Trilling, Bernie	PROF 370.73 TRI
Braintrust: What Neuroscience Tells Us about Morality	Churchland, Patricia Smith	PROF 612.8 CHU
Cognitive Surplus: Creativity and Generosity in a Connected Age	Shirky, Clay	PROF 303.48 SHI
Convergence Culture: Where Old and New Media Collide	Jenkins, Henry	PROF 302.23 JEN
Crowdsourcing: Why the Power of the Crowd Is Driving the Future of Business	Howe, Jeff	PROF 658.4 HOW
Delusions of Gender: How Our Minds, Society, and Neurosexism Create Difference	Fine, Cordelia	PROF 612.8 FIN
Growing Up Global: Raising Children to Be at Home in the World	Tavangar, Homa Sabet	PROF 305.23 TAV
Relating to Adolescents: Educators in a Teenage World	Porter, Susan Eva	PROF 373.11 POR
Rewired: Understanding the iGeneration and the Way They Learn	Rosen, Larry D.	PROF 371.33 ROS
Teaching Digital Natives: Partnering for Real Learning	Prensky, Marc	PROF 371.39 PRE
The Genius In Children: Bringing Out the Best in Your Child	Ackerly, Rick	PROF 649.1 ACK
The Shallows: What the Internet Is Doing to Our Brains	Carr, Nicholas	PROF 612.8 CAR
Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape	Jukes, Ian	PROF 371.33 JUK



# Nightingale Faculty and Staff Summer Stipends 2011

DEPARTMENT	NAME	DESCRIPTION
<b>Art</b>		
	Kira Lynn Harris	Curriculum Development: review and compare the Class VIII curriculum in Photoshop and Video with the aim of revising and creating new class projects. Summercore
	Caroline Hastie	Curriculum Development: review and compare the Class VIII curriculum in Photoshop and Video with the aim of revising and creating new class projects. Plan museum visits for Class VIII and schedule guest speakers for the Middle and Upper Schools. Summercore
	Scott Meikle	Curriculum Development: further develop the Visual Arts and Stone Carving curricula. Summercore
	Maggie Tobin	Travel to various colleges to investigate their art departments in order to better assist Nightingale girls in making more informed decision when selecting colleges. Summercore
	Marc Travanti	Travel to various colleges to investigate their art departments in order to better assist Nightingale girls in making more informed decisions when selecting colleges. Summercore
<b>Classics</b>		
	Panayotes Dakouras	Curriculum Development: review Middle School exams and explore alternative ways of enabling students to review material taught after February, as well as ways to introduce an inscription project in Class IX. Summercore
	Jeff Kearney	Curriculum Development: reassess review and assessment materials. Prepare a seminar on writing recommendation research and write a presentation for the annual June meeting of the American Classical League in Minneapolis. Summercore
	Jane Schapiro	Curriculum Development: revise handouts for Classes VII and VIII and present at the Summer Institute of The American Classical League. Summercore
<b>English</b>		
	Catherine McMenamin	Curriculum Development: develop a set of grammar lessons, expand and refine Class V's poetry unit, and organize and update the Visual Education folder for Class V. Summercore
	Betsey Osborne	Curriculum Development: map out Class VI English in order to clarify how each unit builds on previous units.

Christine Schutt	Curriculum Development: research South American contemporary fiction to use in Nightingale's English curriculum.
Sherwyn Smith	Curriculum Development: prepare for Masterpieces of Modern American Literature, a Class XII elective, including reading plays and poems and creating a lesson plan book.
Noni Thomas	Attend the Designing Schools, Designing Change workshop at Riverdale Country School.
Nancy Wheeler	Curriculum Development: map out Class VI English in order to clarify how each unit builds on previous units.
Brad Whitehurst	Curriculum Development: prepare to teach The Bible as Literature, a Class XI/Class XII elective.

## History

Allan Bikk	Attend the Oxford Academic Teacher Program in Barcelona and locate visual literary materials for Class VIII.
Paul Burke	Curriculum Development: work with Claire du Nouy, Caroline Kerr, and Nancy Wheeler to create a semester's worth of lessons for Class X and revise and update lessons for Classes IX and XI. Attend the World Leading Schools Forum.
Jena Epstein	Curriculum Development: develop a transition program for new Class V and Class VI students and create additional PowerPoints for Class VIII History. Summercore
Linda Field	Curriculum Development: update Class VI History materials and refine Class VII primary sources.
Kitty Gordan	Attend the World Leading Schools Forum.
Jane Guggenheimer	Curriculum Development: develop a transition program for new Class V and Class VI students.
LE Hartmann-Ting	Curriculum Development: create PowerPoints for Class VIII, gather materials for speech and debate, and work on AP Moodle.
Heidi Kasevich	Curriculum Development: revise the Global Women's History: Fragile Goddesses curriculum, broaden and deepen knowledge of Biblical stories for the World Religions elective, and explore the possibility of an exchange in India.

## Library

Nora Lidell	Curriculum Development: read more young adult and crossover books to stay current and spend a week developing and reformatting the Middle School research guides. Summercore
Diane Neary	Curriculum Development: review and edit current research guides, review the print reference section, and put together a collection of resources and samples. Attend the Taft Workshops on twenty-first century collection development and planning library spaces, as well as the Designing Schools, Designing Change workshop at Riverdale Country School.
Lois Strell	Curriculum Development: weed and update the picture book and science sections of the Lower School Library and attend SmartBoard training.

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**Lower School**

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Claire Anderson	Curriculum Development: develop the Lower School Math curriculum, including the integration of Singapore math strategies. Attend an American History course at New York University and The Singapore Way: Intensive Institute in New Orleans.
Aléwa Cooper	Curriculum Development: create a more cohesive Social-Emotional Learning curriculum to be used in Class II during weekly class meetings. Develop a general plan for her new diversity leadership role in the Lower School, research and create professional development opportunities for faculty, and prepare morning meeting topics and presentations.
Marisue Cummins	Curriculum Development: work with the Kindergarten team on literature and reading skills and devote a week to the exploration and development of a possible Class K Web page. Summercore
Robin Daley	Curriculum Development: create an easily updated Web site for Class K and update the Kindergarten Reading/Phonics curriculum.
Hai Dan Fan	Curriculum Development: design a more cohesive Social-Emotional Learning curriculum to be used in Class II during weekly class meetings. Attend The Singapore Way: Intensive Institute in New Orleans. Summercore
Laura Hale	Attend the NYC Institute for Teaching Math.
Naomi Hayashi	Curriculum Development: work on the Visual Education curriculum, plan museum trips, and integrate Singapore Math strategies into the Class III curriculum.
Hilary Munson	Curriculum Development: create a blog that can be updated with photos and news from Class I, research Writer's Workshop ideas, investigate books to read in reading groups, and work with Rebekah Zuercher on rearranging the Class I Math curriculum into more cohesive units.
Stacey Shen	Curriculum Development: create a blog, which can be updated with photos and news from Class I. Attend the NYC Institute for Teaching Math.
Fernanda Winthrop	Curriculum Development: prepare to teach Class III and attend the NAIS science and math workshops at the Dana Hall School.

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**Mathematics**

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Meredith Brown	Curriculum Development: redesign Class IX Geometry B.
Sally Edgar	Curriculum Development: continue work on the Class IX London trip and create three new geometry lessons to be taught next fall.
Caroline Kerr	Curriculum Development: restructure Class IX Geometry B.
Shira Sand	Attend the math workshop at Dana Hall for Classes VII and VIII.
Rebekah Zuercher	Curriculum Development: integrate Singapore Math strategies into the fall semester curriculum of Class IV (with Claire Anderson) and Class III (with Naomi Hayashi).

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**Modern Languages**

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Julia Anderson	Curriculum Development: revise and restructure Class VIII French and prepare PowerPoint presentations for Class V. Attend a four-day photography workshop on Parisian scenery.
Susan Cohen-Nicole	Curriculum Development: develop a PowerPoint collection of images, maps, and text. Work on the oral component for French IV-A. Summercore
Sam Howell	Curriculum Development: Develop the Lower School Modern Language program.
Marilina Kim	Curriculum Development: create the Lower School Spanish program, revise the Class XII Spanish curriculum, and take Italian lessons.
Hernán Sánchez	Visit São Salvador da Bahia, Brazil, to take intensive Portuguese language classes.
Grace Wang	Curriculum Development: develop the Class III Mandarin curriculum and design in-class activities. Summercore

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**Music**

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Abby Balafas	Curriculum Development: research repertoires for Class K and Class I's 2011–2012 performances. Attend the Continuing Education: World Drumming Level III workshop.
Courtney Birch	Curriculum Development: select repertoires for next year's performances, work on preparations for the Chorus trip to Italy, and organize the choral library. Summercore
Jonathan Kahn	Take conducting lessons.
Eleanor Norton	Curriculum Development: work with Shanda Wooley on developing an engaging curriculum, drawing on popular and modern music, for beginner cellists.
Shanda Wooley	Curriculum Development: work with Eleanor Norton on developing an engaging curriculum, drawing on popular and modern music, for beginner cellists.

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**Physical Education**

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Lisa Campbell	Curriculum Development: work on the Physical Education curriculum for Classes V–VIII, including the basic principles of anatomy, exercise physiology, and sports medicine, with GloriAnne DiToro. Attend the Pilates Academy International and the National Athletic Training Association's Convention.
Pam Charles	Curriculum Development: create a cutting-edge sports vision and balance program.
GloriAnne DiToro	Curriculum Development: work with Lisa Campbell on the Physical Education curriculum for Classes V–VIII, including the basic principles of anatomy, exercise physiology, and sports medicine.
Dominick Mazza	Attend the National Athletic Trainer's Annual Conference in New Orleans.
Chime Wangdu	Provide administrative support for the Physical Education Department and assist the new athletic director, Ms. Debra Malmgren.

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**Science**

Todd Flomberg	Curriculum Development: collaborate with Nicole Seibert on the Physical Science curriculum. Work on the Physics Web site, PowerPoint presentations, and online practice tests. Revise the Physics homework calendar.
Thu-Nga Ho	Curriculum Development: modify existing Class V units and travel to Costa Rica to prepare for the Costa Rica trip.
Nicole Seibert	Curriculum Development: collaborate with Todd Flomberg on a Class VIII Physical Science curriculum that incorporates student-centered learning activities and labs.
Nikki Vivion	Curriculum Development: redesign the Public Health elective with a blended learning component and develop an Environmental Science elective that also incorporates blended learning. Take a Blended Learning course offered by the Online School for Girls.

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**Technology**

Dan Ristea	Curriculum Development: improve Class K technology by utilizing Bee Bots and work on upgrading Windows 7 and technology documentation.
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**Others**

April Tonin	Curriculum Development: plan museum visits and schedule guest speakers for the Middle and Upper Schools. Develop a PowerPoint collection of images, maps, and text. Work on the oral component for French IV-A with Susan Cohen-Nicole and support other faculty members as needed.
Kristen Mulvoy	Curriculum Development: develop a Civic Engagement and Social Leadership class and attend the Tufts University Summer Institute of Civic Studies Conference. Summercore
Rosalyn Smith	Curriculum Development: review current research to better understand the stages of spelling development and the best methods of assessment and intervention.
Nicole Cohen	Curriculum Development: update Middle and Upper School student profiles and develop the new Class IX Nuts and Bolts workshop.
Rebecca Urcioli	Curriculum Development: improve lessons for the WISE curriculum in Classes V–VIII. Study the health audit, incorporate health lessons into the WISE/Social-Emotional Learning curriculum, and read about Social-Emotional programs.
Annette Rodríguez	Curriculum Development: develop study skills information for the Web site and Moodle.

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