

S T . A N D R E W ' S S C H O O L

Inspiring Teachers

A CELEBRATION OF EXCELLENCE IN EDUCATION



WOMEN'S NETWORK

Inspiring Teachers

A CELEBRATION OF EXCELLENCE IN EDUCATION

November 10-11, 2017

EVENT SCHEDULE

Friday, November 10

12:45 p.m.

Chloe Taft Kang '01, Keynote Speaker

How Steelworkers Taught Me the ABCs and Other Lessons from the Rust Belt
duPont Memorial Chapel, Founders Hall

6:45 p.m.

Dinner with Class of 2018 & Alumni Participants

Old Gym

8:00 p.m.

Emer O'Dwyer '92, Keynote Speaker

'Something Precious in Every Place': History as Preoccupation and Profession
Engelhard Hall, O'Brien Arts Center

9:30 p.m.

Reception for Alumni, Parents & Faculty

Tad and Elizabeth's Home

Saturday, November 11

8:00 a.m.

Continental Breakfast

O'Brien Arts Center

8:30 a.m.

Alumnae Panel

Engelhard Hall, O'Brien Arts Center

10:15 a.m.

Workshops Led by Alumni

Locations, See Pages 4-11

11:45 a.m.


Lunch

Dining Hall, Founders Hall

2:00 p.m.

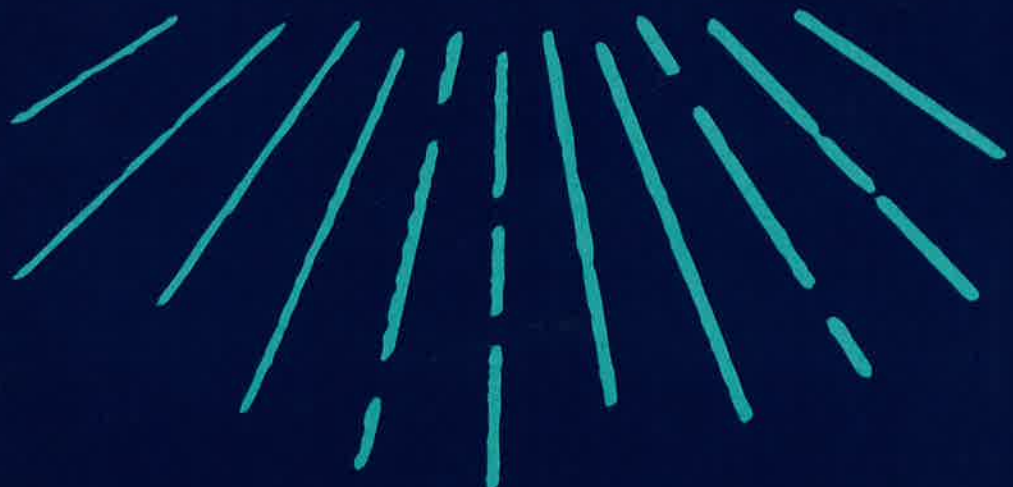
Cannon Game

Varsity Football Field



The St. Andrew's Women's Network was founded in 2010 with a goal of connecting, celebrating, and harnessing the power of the School's alumnae through events held both on and off campus. Since its inception, Women's Network events have expanded in size and scope, and have become central to our mission to provide community, inspiration, and mentorship for all members of our community.

This year's conference celebrates our alumni working in education. We are thrilled to welcome more than 50 alums to St. Andrew's campus to talk about their lives and careers with our entire community. We hope that during this weekend, you will experience inspiration and mentorship, and that you will connect with our students and with each other.



KEYNOTE SPEAKERS



Emer O'Dwyer '92

B.A., Harvard University, 1997
Ph.D., History & East Asian Languages, Harvard University, 2007

Emer O'Dwyer '92 is Associate Professor of History and East Asian Studies at Oberlin College. An historian of twentieth century Japan, O'Dwyer is the author of *Significant Soil: Settler Colonialism and Japan's Urban Empire in Manchuria* (Harvard University Asia Center Press, 2015). She is at work on a second book project on popular political activism in Japan's first postwar decade.



Chloe Taft Kang '01

B.A., Williams College, 2005
Ph.D., American Studies, Yale University, 2014

Chloe is the author of *From Steel to Slots: Casino Capitalism in the Postindustrial City* (Harvard University Press, 2016), a historical and ethnographic look at economic change in a former steel town now host to an industrial-themed casino. Her writing has appeared in the *Journal of Planning History*, *The American Scholar*, *Next City*, and *Rust Belt Chicago: An Anthology* (Belt Publishing, 2017), among other venues. She serves as a lecturer in U.S. history at Lake Forest College, where she has taught the undergraduate history seminar *Inequality and Reform: U.S.*

1865-1920. Previously, Chloe worked as a journalist in Washington, D.C. and taught urban studies as a Mellon Postdoctoral Associate in the Integrated Humanities at Yale. Chloe lives in Chicago with her husband Jason and son Miles.

ALUMNAE PANELISTS



Giselle Furlonge '03

Dean of Diversity Education, Classics Department Chair
St. Andrew's School, Middletown, DE



Anna Hickman '02

PreK Principal
Ingenuity Prep Public Charter School, Washington, D.C.



Kathryn Orfuss '07

Instructional Coach & Fifth Grade English Teacher
North Star Academy, Newark, NJ



Hadley Roach '07

Dean of Curriculum & Instruction, Seventh Grade English Teacher
North Star Academy, Newark, NJ



Niki Smith '90

Director of Academic Programs
Prep for Prep, NY, NY



Jennifer Cuervo '06

Licensed Bilingual School Counselor
New Heights Middle School, NY, NY



Grace Gahagan '10

Graduate Student
Teachers College, Columbia University, NY, NY



Joy McGrath '92

Chief of Staff, Office of the President
Yale University, New Haven, CT



Frances Ramirez '03

Senior HR Generalist
Comcast Cable Communications, Philadelphia, PA



Tammy Small '93

Director of Admissions and Enrollment
Oliver Scholars, NY, NY

IMPLEMENTING INNOVATIVE TEACHING PHILOSOPHIES IN THE LANGUAGE CLASSROOM

Sam Baroody '05

Sam's experience at St. Andrew's consistently inspires him to engage with new and innovative teaching tools that excite and challenge students. At Mount Vernon, where Sam teaches, faculty are encouraged to implement Project Based Learning ("PBL") as a way to approach subject matters from new angles. In this workshop, participants will engage with the fundamentals of PBL. Using a variety of techniques, participants will discuss and explore to what extent PBL can help enhance the language classroom.

Workshop Location: **Room 4A, Amos Hall**

FINDING PURPOSE AS AN ELEMENTARY SCHOOL COUNSELOR

Liza (Wallace) Becker '90

During my 22 years of employment in elementary education, I have worked in three very different schools. I have sought to find purpose in a career that can be challenging and exciting. While I always dreamed of being a teacher, I experienced a time of crisis in college that led me to continue my education after college. It was then that I discovered my calling to be a school counselor. In this workshop, we will ask and explore: what does a school counselor do and why does a school need one?

Workshop Location: **Gahagan Room, O'Brien Arts Center**

PROMOTING WHOLENESS IN THE CLASSROOM

Forrest Brown '11

In this workshop, we will explore ways for educators to promote and encourage students to bring their varied life experiences with them into the classroom. We will consider how to create space for individuality among students in a single class, how to provide opportunities for students to share their unique life stories with their teachers and their classmates, how to integrate support for each student's identity into his or her work each day at school and at home, and how these approaches might be changed to fit the needs of classrooms in different age groups, subject areas, and educational contexts. Through this work we will reflect on the importance of students feeling known and understood as they learn. The workshop will include time for written reflection, group discussion, and creative work in small groups.

Workshop Location: **Head of School's Common Room, Founders Hall**

DEVELOPING AN ADVISORY PROGRAM: INTRODUCING NEW PROGRAMS IN DIVERSE URBAN ENVIRONMENTS

Janine Cuervo and Jennifer Cuervo '06

New York City, where Janine and Jennifer both teach, is home to a diverse student body exposed to different models of education that include public and private options. This seminar will guide participants through the development and implementation of advising programs at both types of schools. Discussion will highlight the nuances, challenges, and importance of launching an advisory program amidst a city and a student body full of different cultures and backgrounds.

Workshop Location: **Room 8A, Amos Hall**

WHAT MAKES LANGUAGE STICK AND AN INSTITUTION THICK: TEACHING WITH GRACE AND COMPREHENSIBLE INPUT

Richard DeSalvo '04

In this workshop, we will open with a 30-minute Mandarin lesson for pure beginners and build towards the story of Mr. Roach and the elusive "Ethos Frosty." Following the demo, we will discuss principles of second-language acquisition, and why we cannot teach language in the same way as other subject matters. We will focus on the Teaching with Comprehensible Input methodology, and discuss how this process opens the door for teachers to give grace to students in the form of dignity, and how a community of grace-givers is what energizes a truly "thick" institution like St. Andrew's.

Workshop Location: **Room 3A, Amos Hall**

DIVERGENT THINKING

Joy Doyle '06

If you had ten days to make 100 pieces of art, how might you react? Where could you begin? Engage in a hands-on creative thinking exercise and walk away with some new brainstorming strategies, potential solutions to that challenge, or better yet—a finished piece of artwork. No previous arts experience necessary!

Workshop Location: **Art Studio, O'Brien Arts Center**

BEYOND THE ACCEPTANCE LETTER: A HEALTHY, GROWTH-POSITIVE ADMISSIONS PROCESS

Stacey Duprey '85, Senior Associate Director of Admission

Matt Wolinski '00, Director of Admission

Louisa Zendt '78, Dean of Admission and Financial Aid

We don't need to tell you that admission to selective institutions in the 21st century can be challenging, stressful and fraught with pitfalls. Students, parents, and even admissions officers yearn for a process that is less strategic and more affirming, and aims to help young people grow in self-discovery, to better understand the process of becoming

their best self. While we can't change the landscape of selective admissions, we can offer you a glimpse into the most happy, healthy, and successful applicants we meet and what we see in their process that is self-affirming, regardless of the admission decision. In this session, we'll share stories, offer a little advice from our collective experience, and even hold a mock admissions committee meeting. We promise your experience will be filled with laughter and a little wisdom that both students and parents can carry into future applications.

Workshop Location: **Room 16, Founders Hall**

FINDING WORK THAT MATTERS: EDUCATION AS ACTIVISM

Nicola Fleischer '07 and Kate Hardwick '07

Kate and Nicola were classmates at St. Andrew's, and both went into teaching right after college. Kate teaches in a private high school in Alexandria, VA and Nicola teaches second grade at a public charter school in San Francisco. Despite their different contexts, they share a common purpose in the work they do: they both consider themselves teacher-activists. Join them in this workshop to learn more about the education system and how they each pursue change in their communities. They invite you to explore what matters to you in education and how you want to make an impact, both at St. Andrew's and beyond.

Workshop Location: **Room 6, Founders Hall**

INNOVATIVE SCHOOLS, AUDACIOUS CLASSROOMS: THE POWER OF CREATIVITY, INCLUSIVITY, AND VULNERABILITY IN EDUCATION

Tucker Foehl '93

With so many ideas and interpretations of 21st century education and "schools of the future," how do we "teach" innovation and how do we build creative confidence in our students and inspire them as creative problem solvers? This workshop focuses on the soft skills of vulnerability—emotional risk, exposure, and uncertainty—as central to the creative process for students and educators, with the simple mantra that "without vulnerability you cannot create." In addition to the value of vulnerability, we will discuss the power of inclusivity as a critical ingredient to developing cultural competency in our students. We will look at building "windows and mirrors" for students that empower them to see the world beyond their own immediate environment, and reflections that reinforce students' identity and sense of self in the classroom and beyond.

Workshop Location: **Room 11, Founders Hall**

NATURE AS OUR TEACHER

Katie Forrestal '94

William Wordsworth writes in his poem "The Tables Turned": "Let Nature be your teacher." Using this poem as a starting point for our workshop, we will (weather-permitting) head outside to do our work and discuss literature that explores the human relationship to the natural world. This workshop will consider how learning can be enriched when it takes place outside the classroom. We will discuss stories, philosophies, essays, articles, and poems that express the human need to retreat from society's influence and to go into nature, in order to ultimately return back to the human world more whole and with more wisdom. We will utilize a variety of field-based writing and drawing exercises to help deepen our connection to our subject, our place, and to one another. Please bring a journal, a pen and/or pencil, some warm layers, and maybe something to sit on in order to make you more comfortable.

Workshop Location: **Room 2A, Amos Hall**

IDENTITY & OUR ROLE IN THE PARADOX OF EDUCATION IN A BROKEN SOCIETY

Grace Gahagan '10

You will do some pre-workshop reflection spending time becoming conscious of your race, sex, gender identity, sexuality, class, education level, religion and how they are manifested in the space where you move. How do you match your identities to space? When you leave your comfortable areas, what happens? Who and how are your movements, behaviors, identities regulated as you embody space? We will then examine James Baldwin's 1963 essay "A Talk to Teachers." How does he link his own identity and the spaces in which he existed while growing up in NYC to the "paradox of education" in the U.S.? We'll move towards a discussion of our embodied spaces and how our identities mirror or clash with those spaces. What do these identities tell us about our society? How can identity be used to understand/contradict/challenge our notions of education and society?

Workshop Location: **Library Room 1, Founders Hall**

KEEP CALM AND STUDY BROADLY

Hardy Gieske '92

In this workshop, I'd like for those involved to describe a favorite learning experience (not necessarily in school) and to reflect and share on these questions: How did that learning happen, and might that experience have changed my brain permanently for the better? We will discuss the cognitive science of our amygdalas and the drag that stress places on deep learning. Finally, how do we feel about specialized academic paths in high school? By exploring these three threads, my hope is to create healthy dialogue around brain science and the future of adolescent education.

Workshop Location: **Room 7A, Amos Hall**

FROM CHAPEL TALKS TO CHINA: ADVENTURES IN INTERNATIONAL EDUCATION

Ashley Gosnell '02

In the fall of 1999, I heard a fellow student give a Chapel Talk about a summer experience working at St. Mark's, St. Andrew's sister school in South Africa. As I listened, there was one thought in my mind: "I want to do that, too." This early interest in international education has led me on a journey around the world. What began as a curiosity has turned into a career in international education, ranging from teaching to admissions to my current work with international financial aid. This workshop will cover some of my career decisions (the good, the bad and the ugly), as well as the challenges of working in international education.

Workshop Location: **Room 14, Founders Hall**

EDUCATING FROM OUTSIDE THE CLASSROOM

Andy Hamlin '71

Teachers are the heart and soul of a school, but on every independent school campus a host of non-teaching professionals work behind the scenes to provide the facilities, tools, and technologies to support outstanding teaching, as well as the funds to both attract exceptional educators and offer deserving students the opportunity to attend. At St. Andrew's, the O'Brien Arts Center, Sippelle Field House, Durkin-Fleischer Squash Center, Genereaux Aquatic Center, a financial aid budget that can offer aid to 47% of the student body, and the \$2.3 million generated annually by the Saints Fund are just some of the most prominent examples that reflect, in part, the efforts of the School's Advancement Office. This session will focus on the role of development professionals at independent schools, and their efforts to engage alumni, parents, and friends in a shared life-long commitment to supporting their school and ensuring its continuing vitality.

Workshop Location: **Library Lookout, Founders Hall**

PRE-K IN PUBLIC SCHOOLS: THE RESEARCH, THE CHALLENGES AND NEWS FROM THE FIELD

Anna Hickman '02

In this workshop, we will dive into what pre-kindergarten education looks like in public schools, specifically in Washington, D.C. We will explore the research being done within the field, challenges early childhood classrooms face within public school systems, and ways schools are currently working to close the achievement gap through high quality pre-kindergarten education.

Workshop Location: **Lecture Hall, Amos Hall**

ALWAYS USEFUL—HOW LEARNING TO TEACH TEACHES YOU THE SKILLS TO GET AHEAD

Cuth Hutton '04

Teachers wear many hats, employing myriad skills to educate. The skills teachers utilize in education are transferable and invaluable in all careers. What you learn by teaching is how to think, how to lead, and how to communicate—all skills that will help you get ahead in any profession. Starting your professional life as a teacher will help you build talents that will pay dividends later in another career field. This workshop will dive into the skills you develop as an educator, and how they can propel your success.

Workshop Location: **Faculty Room, Founders Hall**

STANDARDS-BASED GRADING WITH BAYESIAN UPDATING

Harvey Johnson '97

Are you satisfied with the way we grade? Too often on my educational journey I encountered grades that lacked transparency or meaning. Though attempts were made to justify these grades and grading systems, those attempts were insufficiently grounded in a theoretical framework that was simultaneously fair, honest, and meaningful. What if the feedback we gave students directly reflected the likelihood that they were competent in the skills and practices we most hoped they would master? In this workshop, I will argue that such feedback is possible, and I will describe how the grading system I have been working on has transformed the way my students and I think about homework, assessment, learning, and becoming better human beings.

Workshop Location: **Chemistry Classroom, Amos Hall**

LEARNING BY LISTENING: DOING ORAL HISTORY AND ETHNOGRAPHY

Chloe Taft Kang '01

Sometimes the best teachers are found outside the classroom. In fact, many would not describe themselves as teachers at all. In this workshop, we will discuss two interview-based research approaches and how learning to listen can make us better teachers ourselves. What are oral history and ethnography? What can they teach us about a community or event that other approaches cannot? What are the power relationships and ethical issues involved in using interviews to translate other people's voices for a broader audience? Together we will brainstorm ideas for a research project students could design based on interviews in the St. Andrew's and/or the Middletown community. We will discuss how to find participants, frame interview questions, contextualize information, and make the results accessible.

Workshop Location: **Room 17, Founders Hall**

CREATING OPPORTUNITIES FOR AUTHENTIC STUDENT AGENCY ON SCHOOL CAMPUSES

Ben Kennedy '97

Authentic student agency is very much on my mind as I begin my first year at Friends Academy in Dartmouth, MA. This philosophy is a hallmark of the school. At the same time, the community is poised to take its next steps. Through a series of case studies, we will examine structures and philosophies designed to require that students take ownership for their own school experience as well as the experiences of their peers. From "forest kindergartens" to student-led conferences, from Project Based Learning to campus jobs programs, we will explore how to build and maintain an intentional community around genuine student empowerment and responsibility.

Workshop Location: **Biology Classroom, Amos Hall**

REFOCUSING AND REDIRECTING YOURSELF THROUGH GUIDED REFLECTION

Pier Kooistra '85

In this workshop, Pier, who teaches a course at The Lawrenceville School aimed at helping spring-term seniors to sharpen their senses of personal mission, will guide participants through the asking and answering of four key questions: Where are you right now? For what are you most grateful? What is the most important illusion that you have relinquished? What project or responsibility does your gut tell you you should take on even though it's dauntingly big and messy?

Workshop Location: **Senior Room, Kip duPont Boat House**

A DISCUSSION ON THE FUTURE OF HIGHER EDUCATION

Libby Lakeman '12

Join us in an open conversation about the current positioning of higher education institutions in the educational landscape of the United States. With the rise of massive open online courses (MOOCs) and questions about the effectiveness of our current plethora of educational options, this will be a chance to discuss where higher education is headed in the future. As an admissions counselor at a women's college, I will also include a discussion on the value of the different types of educational institutions available to students. Bring your own experiences and an open mind!

Workshop Location: **Room 101, O'Brien Arts Center**

EDUCATING GLOBAL CITIZENS: READING, ETHICS, POWER

Andrew Mahlstedt '94

I've lived and taught in China, India, Bosnia and Herzegovina, and now Colombia. In this workshop, I'd like us to think a bit both about the ethical imperative to educate towards global

citizenship, but also about the ethical problems inherent within that imperative given global structures of power. Ultimately, as a teacher and scholar of literature, I'd like us to think a bit about ways reading can both assist and exacerbate these structures.

Workshop Location: **Library Computer Lab, Founders Hall**

LEADING LEARNING: STRIVING TO INSPIRE

Alec McCandless '89

This workshop will lead participants in a discussion of what inspiring teaching and excellent education looks like today, and how it might look in the future. Part storytelling, part design thinking exercise, part discussion of current thinking in the field on the future of education, Alec will seek to find common ground, challenge some assumptions, and consider a vision of inspiring teachers and excellent education.

Workshop Location: **Room 5, Founders Hall**

CHRONICLES AND QUESTIONS FROM A 23-YEAR-OLD TEACHER

Annie McClements '12

As a science faculty member at a small Episcopalian boarding school in northern New Hampshire, the last two years have left me with perhaps more questions than answers about boarding school education. My hope is that through shared experiences and differing perspectives we can begin to parse through some of the following questions and more: How do science teachers pick what content to present to students? What do classroom management and facilitation of dialogue look like in the age of alternative facts? In what ways does gender appear to influence classroom dynamics in STEM fields?

Workshop Location: **Student Center**

CHALLENGES AND OPPORTUNITIES IN HIGHER EDUCATION

Joy McGrath '92

This workshop will explore some of the key challenges currently facing institutions of higher education and how they affect those of us who work and learn at them. Topics include access and financial aid; budgets and funding; social media and technology; and American education in global context.

Workshop Location: **Library Reference Room, Founders Hall**

TEACHING CIVICS IN A DIVIDED AMERICA

Drew Meyer '86

What unites us as a country? How has teaching civics changed as our political divisions have become more apparent? In this workshop, we will look at the changing nature of our shared political identity and discuss how to manage those divisions within the context of the classroom. This workshop will look at how these changes impact teaching in the classroom and the choices we make as teachers. Lastly, we will engage in discussion about how to approach this divide and our responsibilities as teachers for making all voices heard while having all students be respected.

Workshop Location: **Room 12, Founders Hall**

LEADERSHIP FROM THE CLASSROOM TO THE CAPITOL BUILDING: DIRECT VS. INDIRECT IMPACT IN EDUCATION AND FINDING YOUR PLACE

Searcy (Milam) Morgan '02

In this workshop we'll look at both direct and indirect ways you can create sizable, significant, and scalable impact on education systems and outcomes. High-performing education systems require leaders at every level—from pedagogy to professional development to policy to third-party providers and more. Ultimately, defining "impact" is a very personal process, and we'll explore components that can guide your decision-making about best-fit work settings and roles for your future. This "impact-oriented" approach to analyzing opportunities applies in any sector, not just education!

Workshop Location: **Room 6A, Amos Hall**

TEACHING AS A CREATIVE ACT IN THE DIGITAL AGE

Chris Odden '86

Teachers are surrounded by software and gadgetry that can help them be more productive and creative both in and out of the classroom. How can teachers learn to use these tools in their courses, and perhaps more importantly, why should we use these tools? This workshop embraces concrete tips, anecdotal observations, and fuzzy conjecture from participants, who are invited to bring a laptop or tablet, and to share stories and reflections. The experience that motivates this workshop is rooted in mathematical instruction and is Mac-centric; however, the hope is that there will be plenty of "device-independent" ideas that can be applied across disciplines. Specific topics will include: embracing typographical style as a way of supporting meaning; discovering the power of Keynote (and PowerPoint); creating instructional videos; and leveraging digital technology to support teacher creativity.

Workshop Location: **Room 8, Founders Hall**

URBAN EDUCATION AND SCHOOL REFORM IN THE AGE OF BETSY DEVOS

Kathryn Orfuss '07 and Hadley Roach '07

Kathryn and Hadley—proud alums of the Class of 2007—are both long-standing teachers at Uncommon Schools, a high-performing charter network with schools throughout the Northeast. Despite taking different paths to teaching at Uncommon Schools, the same things keep them energized about their work: commitment to teacher development, high achievement, outstanding student culture, and social change. Join them to talk about what's going on in current public education debates, and to deep-dive into the classroom practices of Uncommon teachers.

Workshop Location: **Room 10, Founders Hall**

PRACTICAL TOOLS FOR DIFFICULT CONVERSATIONS

Robbie Pennoyer '01

Nothing has had a bigger impact on how I do my job as a teacher, counselor, and administrator than a simple theory about the way emotions work. We tend to think of emotions as being hard-wired responses to external events: I'm glum because it's raining, proud because I got an A on that test. But there's another way to think about emotions, one that pays attention to the stories we tell ourselves and to the ways those stories ultimately shape our emotions. Learning how to attend to those stories lets us unhitch our emotions from the accidents of happenstance and live lives of greater intention. That's the theory. But this is a workshop less about theory than about developing a set of practical tools that can be useful in almost every aspect of school life. Come and learn a framework for conversations that empower students and colleagues to align their actions with their values. Attendees will walk away with practices that can unravel knotty discipline situations, bolster flagging spirits, and help children use their noblest aspirations as a lens for evaluating difficult choices.

Workshop Location: **Room 13, Founders Hall**

THE PROCESS OF CREATING AN EDIBLE SCHOOLYARD PROGRAM FOR KINDERGARTEN THROUGH FIFTH GRADES

Emily Pfeiffer-Russell '00

I will guide interested students through creating an edible education program for elementary school students. What is edible education? What does a lesson look like? Are more traditional academic standards woven throughout the lesson? What helps make a program successful and sustainable? These are some of the questions that I will address as I share a program's potential mission and vision, garden and kitchen standards, class blueprints, and a few individual lessons. We will also have a seasonal tasting!

Workshop Location: **Room 9, Founders Hall**

A CAREER IN EDUCATION TODAY... AND TOMORROW

Chauncy (Gardner) Pogue '89

The work of the classroom teacher is the very heart of education. If you are starting to imagine yourself pursuing a career in education, you are likely picturing a classroom, students, homework, and summers off. But this workshop asks you first to consider the field of education today through a wider lens, and look at the myriad of other jobs in the field. Then, we will look toward the future and consider what a career in education might look like in the coming decades, as technological advances take hold and become mainstream. In order to make sense of it all, we'll have to consider some fundamental questions such as: What is the value of school as we know it? How do students learn best? Can we improve on this age-old institution to better fit our changing world?

Workshop Location: **Critique Room, O'Brien Arts Center**

TEACHING LITERATURE IN TRANSLATION

Will Porter '96

In the last few years, there has been a measurable and astonishing rise in nationalism around the world, some of which has originated from the global refugee and migration crisis. Because of the key role that art, and literature in particular, has in fostering empathy and understanding, I have been focusing on literature in translation for part of the year with my 11th grade students. Yet translation itself carries its own cultural barriers. Our word "translate" comes to us from the Latin *trans* "across" and *latum* "to bear," and several other European languages have similar "bear across" word histories for their respective words for "translate" that all point to language as a kind of wall. Does translation's etymology have to mean that the act of translation itself is the "bearing" of a meaning "across" some obstacle? In Babylon, for example, the Sumerian word for translator was 'language turner,' and in classical Latin the act of translation was referred to as *vertere*—"to turn." Perhaps the language barrier is more permeable than we think. To explore these questions, my students and I read and study English translations of literature originally written in languages taught at St. Andrew's, including French (Albert Camus' *The Stranger*), Spanish (short stories by Julio Cortázar), Latin (excerpts from Ovid's *The Metamorphoses*), and Chinese (the poetry of Li Po). We will look at a few excerpts from these texts and a few others, and consider what translation can teach us. We may even have a cameo appearance from St. Andrew's Modern Language Department!

Workshop Location: **Engelhard Hall Stage, O'Brien Arts Center**

YOUNIVERSITY: STARTING AN EDUCATION ENTERPRISE BASED ON YOUR PASSION AND INTERESTS

Jessica Reid '96

What if I told you that there was a way to help people, do what you love, and do what you're good at? Education—the connection between teachers and learners—is one of the few fields that allows the convergence of social impact (helping others), passion (what you love), and skills (what you're good at). And with the advancement of technology, it has never been easier to connect the millions of potential teachers and learners here in the U.S. and internationally. This workshop explores "ed-trepreneur" success stories and provides participants with self-discovery tools to identify skills and interests and begin the journey of building an education enterprise. Whether you are 16 or 60, come to learn how starting an education business could be the key to doing what you love and loving what you do.

Workshop Location: **Room 5A, Amos Hall**

DISSENT IN AMERICAN HISTORY AND WHY IT MATTERS

Ashton Richards '78

"Somewhere I read that the greatness of America is the right to protest for right." —Martin Luther King Jr., Memphis, April 1968 From Puritan New England's Anne Hutchinson to the NFL's Colin Kaepernick, dissent in American society is as American as apple pie. As one historian puts it, "dissent is one of this nation's defining characteristics." Dissenters have shaped and molded American life and have become integral parts of our history. Through use of primary documents and discussion, this workshop will consider several examples of dissent in American history and why "going against the grain" is essential to American life. Attendees of the workshop are asked to bring a laptop or mobile device to the classroom.

Workshop Location: **Room 7, Founders Hall**

ENGAGING POP CULTURE IN THE CLASSROOM: CHANCE THE RAPPER, LEMONADE, AND RICK AND MORTY

Matthew Roach '04

This workshop will consider the practice and viability of using pop culture to engage in classroom discourse and critical thinking. During our session, we will bring elements of units I've taught high school students on Chance the Rapper, Beyoncé's *Lemonade*, and the television phenomenon *Rick and Morty*. As we engage these texts, we will also examine how pop culture asks core questions, creates conversations, and contributes to the national political and social zeitgeist.

Workshop Location: **Room 18, Founders Hall**

BUILDING RELATIONSHIPS THAT INSPIRE LEARNING

Carly Schneider '98

One of the great hallmarks of a St. Andrew's education is the mentoring relationships teachers build with students on dorm, on the athletic fields, and in the classroom. When adults invest in the lives of their students, students are supported, challenged, and encouraged to become more curious and confident young men and women. Such mentorship is truly invaluable in developing leaders, and it is also one of the most difficult and fun things about being a teacher! How do you create and build relationships in schools that don't have the built-in mentorship "pathways" of the boarding school environment? In this workshop, we'll talk about ways to create a classroom culture of trust, encouragement, and academic adventure. We'll also think through how teachers can "show up" for students without sacrificing balance and sanity in their own lives, and we'll share thoughts on strengths to celebrate and pitfalls to guard against in this somewhat unconventional approach to learning.

Workshop Location: **Room 206, O'Brien Arts Center**

FINDING YOUR ELEMENT: A LIFE'S CALLING IN EDUCATION THROUGH ADMISSION AND FINANCIAL AID

Jennifer (Beams) Sheppard '89

In the fall of 1991, on a grant from the Education Department of Dartmouth College, I embarked on an internship at a school in San Francisco where I thought I would find my calling as a classroom teacher. I instead discovered the opposite: my role in the classroom was extremely stressful and uncomfortable—sweaty palms and all. However, outside of the classroom I was drawn to the administrative side of the school. Without knowing it then, I had just begun the journey to find my "element." Twenty-six years later, I can say without a doubt that I have found my "element" as an admission and financial aid professional, through my work with students and their families, and by the challenge and joy of shaping enrollment at the schools where I have worked. Not all admission work is the same, and I have experienced my fair share of successes and frustrations, as well as some poor choices over the years. My journey has helped me to develop my passion, brought to light my true strengths, and honored my values and the sense of purpose I find in having a positive impact on students' lives. In this workshop, we will use Ken Robinson's book *The Element: How Finding Your Passion Changes Everything* to explore how you can begin finding your element.

Workshop Location: **Forbes Theater, Founders Hall**

POWER OF PERCEPTION: UNPACKING AND ADDRESSING UNCONSCIOUS BIAS

Tammy Small '93

As a society, we categorize people based on socio-economic status, race and ethnicity, religious and political affiliations, among other groups. We predetermine an individual's intelligence, character, and ideals based on our perception of the entire category to which we assume the individual belongs. This workshop will explore ways we unconsciously assess others, and address the steps we can take to develop meaningful, culturally tolerant, long-term relationships with others whose views and ideals differ from our own.

Workshop Location: **Room 319, O'Brien Arts Center**

STUDENT LEADERS SOLVE GLOBAL FIGHT AGAINST HUNGER

Lori Unruh Snyder '92

Participants will form teams of three to four and will select one key factor affecting food security (such as plant science, water scarcity, conflict resolution, etc.) Each group will have time to do background research to answer the following prompts: Define a typical subsistence farm family or poor urban family in your country. How does the key factor you selected affect agricultural productivity, household income, or food availability and quality in your chosen country? How would improving or resolving this factor increase the amount or quality of food or income available to your family? How will other major issues (climate volatility, population growth, etc.) affect this factor and the well-being of your family and their community in the decades ahead? What policies, technologies, practices or investments do you recommend to solve this situation? Describe one or more local projects in your focus country that could be scaled up successfully. Each group will present their findings and recommendations in front of the other groups and will have small group discussions. The workshop will end with everyone coming together to explore themes and solutions that have emerged from this group work.

Workshop Location: **Room 1A, Amos Hall**

BUILDING RELATIONSHIPS AS THE FOUNDATION FOR SUCCESS

Leda Strong '10

In this workshop, we will explore how building meaningful relationships with students enables both best teaching practice and high student achievement. We will first examine—and likely challenge our own ideas about—what a strong student-teacher relationship means through the lens of poems, articles, and our own discussion. We will then explore why these relationships are important to maintain, and the impacts of early student achievement on later outcomes, especially for students from underserved communities.

Workshop Location: **Room 15, Founders Hall**

ARE INDEPENDENT SCHOOLS RESPONSIBLE FOR ENGAGING STUDENTS WITH THE OUTSIDE WORLD?

Andrew Sykes '95 and Dave Sykes '99

In this workshop, we will explore how teachers and schools expose students to the world outside of the classroom or beyond the school itself. From curricular choices to outside speakers to the individual experiences of classroom teachers, how do we make sure that boarding schools are not just bubbles where students are isolated from some of the pressing issues and choices facing the "real world," but instead are institutions that allow students to explore their own values in light of what is happening in the world around them? We hope to hear from current students, alums, and parents about their experiences in school, as well as their thoughts about how to best respond to this challenge.

Workshop Location: **Room 121, O'Brien Arts Center**

WHAT WILL IT MEAN TO BE HUMAN IN THE FACE OF EMERGING BIOTECHNOLOGIES?

Julio Tuma '87

CRISPR-Cas9 and other genomic engineering techniques are making it easier to isolate and precisely manipulate the underlying biological structures of human beings. At the same time, discoveries into biofilms, the microbiome, and other ecological factors suggest—to paraphrase Whitman's *Song of Myself*—that we contain multitudes and that humans are very interconnected to the broader living world. Will these emerging bio-technologies and discoveries alter how we think of ourselves in the not-too-distant future? Might we want to return to historical notions of self, human nature, and agency?

Workshop Location: **Room 4, Founders Hall**

YES, IT IS POSSIBLE TO TEACH CREATIVE WRITING

Kathleen (DeMarco) Van Cleve '84

This is the workshop for writers—read: everyone—who has been told too many times that one must be born with a "creative writing gene" in order to create expressive work. We will discuss the idea of "voice" using examples from fiction, plays and screenplays, as well as elements of creative writing that are used all the time, in every piece, by every writer working today.

Workshop Location: **Physics Classroom, Amos Hall**

AN EDUCATOR'S JOURNEY: EXPLORING THE REWARDS AND CHALLENGES OF PURSUING A LIFE AS AN EDUCATOR

Alexandra von Raab '91

My desire to teach and work with children was not clear until I worked in the corporate world, where I had a strong negative reaction to working towards a goal that felt disconnected from a larger purpose. That dissatisfaction, although anxiety-inducing, forced me to consider my strengths and figure out what both interested and challenged me. I recognized my need to feel connected to and energized by what I did. While still working in that corporate job in San Francisco, I began volunteering at an international public school and realized I loved working with children. I then received my certification in teaching English as a foreign language. Pushing myself out of my comfort zone took a conscious effort and was terrifying; however, it catapulted me to take the steps to pursue my passion. I moved on my own to Santiago, Chile to teach English. I then returned to the United States to pursue teaching and get my master's in elementary education, and since then have taught elementary and middle school, began my own tutoring business, and have served as a learning specialist and reading teacher. Join me in a candid conversation about my journey as an educator.

Workshop Location: **Warner Gallery, O'Brien Arts Center**



Sam Baroody '05

Sam has been teaching Latin at Mount Vernon Presbyterian School, a co-educational day school in Atlanta, GA, since 2014. In addition to his teaching responsibilities, Sam is the varsity cross-country coach, the varsity tennis coach, and serves as Mount Vernon's International Coordinator. Prior to moving to Atlanta, Sam taught at Rumsey Hall School, a co-educational junior day and boarding school in Washington Depot, CT.



Liza (Wallace) Becker '90

Liza Wallace Becker is from Charleston, WV, and entered St. Andrew's in her IV Form year. After graduating in 1990, Liza attended Connecticut College, where she graduated in 1994 with a degree in child development and an elementary education certificate. Liza went on to earn a master's in education with a specialty in school counseling at the University of Virginia. She has worked as a school counselor for 22 years, first in Charlottesville, then outside of Richmond, in Hanover County, VA and Chesterfield County, VA. Liza is in her eighth year with Chesterfield County Public Schools, and runs the school counseling program at Bettie Weaver Elementary School.



Forrest Brown '11

Forrest Brown '11 is an English Teaching Fellow at The Lawrenceville School in Lawrenceville, NJ, where he also coaches soccer and rowing. He graduated with High Distinction from the University of Virginia in 2015 with degrees in English and cognitive science, and is currently attending the Penn Graduate School of Education, where he is pursuing a master's in education, as well as the Bread Loaf School of English at Middlebury College, where he is pursuing a master's in English. For the past two years Forrest worked as a third grade co-teacher at the Greenwich Country Day School in Greenwich, CT, where he was also the head coach of the rowing team. In addition, he has worked for the Sidwell Summer Explorers Program at the Sidwell Friends School in Washington, D.C., as a teacher of creative writing, journalism, and musical theater.



Janine Cuervo

Janine is currently a middle school math teacher and sixth grade advisor at Trinity School in New York City. She began her career in Cecil County Public Schools in Maryland, where she taught sixth grade math at Elkton Middle School from 2008 to 2012. At Trinity, she serves as the middle school Chapel Coordinator, working closely with the school chaplains and students to plan engaging chapels for the community each week. She also advises Math Olympiads for fifth and sixth graders, as well as Yoga Club for fifth through eighth graders. Her husband, Edwin Cuervo, graduated from St. Andrew's in 2004.



Jennifer Cuervo '06

Jennifer is a licensed bilingual school counselor and a founding member of New Heights Middle School, a public school in New York City. She is also an adjunct instructor at NYU Steinhardt School of Culture, Education, and Human Development. In the past year, Jennifer obtained her second master's degree, a requisite to fulfilling her long-term aspiration of becoming a school administrator.



Richard DeSalvo '04

Richard is a Mandarin teacher at Eaglebrook School, a middle school boarding school in Deerfield, MA. Now in his seventh year of teaching in the U.S., he is passionate about making the switch in his classroom to using the TPRS (Teaching Proficiency through Reading and Storytelling) and CI (Comprehensible Input) methodologies in order to engage all learners. After graduating from St. Andrew's in 2004, Richard attended Sewanee: The University of the South, where he majored in anthropology, and also lived in China for three years. He has worked in the field of education for a decade, having served as a counsellor at a character-based education camp in New Hampshire, and at Eaglebrook, as a teacher, coach, leader of the school's trip to China, and now Language Department Chair. The son of current faculty member Dave DeSalvo, Richard is excited to return to St. Andrew's campus where he grew up, and to share what he has been learning about second language acquisition and the power of grace in teaching, and to share his own educational journey from the St. Andrew's Chinese classroom, to life abroad in China, to the fascinating world of an all-boys junior boarding school.



Joy Doyle '06

Joy graduated from St. Andrew's in 2006. She studied studio art at Kenyon College before moving to Chicago, where she began her teaching career. Joy currently teaches visual art at Cate School, a boarding school in beautiful Carpinteria, CA.



Stacey Duprey '85

Stacey, a member of St. Andrew's Class of 1985, was first introduced to the School through the help of "A Better Chance," a non-profit organization that supported educational opportunities for young people of color. She returned to St. Andrew's in 2000 as a parent when her daughter Cristin Duprey '04 began her St. Andrew's career. In 2003, Stacey joined St. Andrew's Admission Team. She currently serves as Senior Associate Director of Admission and Director of Girls Residential Life. Stacey also helped create the annual Martin Luther King Day Chapel service and the Minority Student Council. Stacey was born and raised in New York City, and attended the University of Pennsylvania before starting her family. She worked in the telecommunications field for 15 years with Verizon. Before leaving Verizon, Stacey participated in a special program that allowed a select group of employees to attend Bronx Community College for an associate degree in Technical Telecommunication. She graduated in May 2003 as valedictorian. Stacey was honored in 2012 when she received the first ever "Scholar Hero Award" from A Better Chance. She enjoys spending her free time with husband Wallace, daughter Devin '10 and son Jaylin; cooking; singing in her church choir; and running her own health & wellness business.



Nicola Fleischer '07

Nicola grew up in San Francisco, and has been lucky to take part in building a new model of education in her home city. For the past three years, she has been a member of the founding team of The New School of San Francisco. Prior to The New School, she taught second grade in the San Francisco Unified School District, and began her career as a kindergarten teacher at a Rocketship charter school in San Jose, CA. She graduated from Brown University with a degree in education history and policy, and earned her teaching credentials with Teach For America. Nicola is energized by the perspective and enthusiasm that young students bring to learning, and the empathy and maturity they demonstrate when discussing issues of social justice in their communities.



Tucker Foehl '93

Tucker Foehl is the Assistant Head of School at Sacramento Country Day School, the leading pre-K through 12th grade independent school in California's capital city. He previously served as the Head of Academics at the Baltimore School for the Arts, one of the nation's top pre-professional arts schools, and prior to that worked alongside former St. Andrew's School faculty member Bobby Rue at the Calhoun School in New York City. Tucker graduated from Wesleyan University with a Bachelor of Arts in African American Studies and American Studies and an honors distinction for his thesis, "Writin' Is Fightin': Literacy, Violence, and the Making of Frederick Douglass's America." He earned his M.A. and M.Phil. as a Ph.D. student in Yale University's American Studies program, and his work focused on the fight for a multiracial democracy in the American West during World War II. Tucker lives in Sacramento, CA with his wife Angela and their two children, Matteo and Ruby.



Katie Forrestal '94

Katie graduated from St. Andrew's in 1994 and went off to Colorado College thinking that she would become an environmental science major because of her love of the outdoors and concerns about the environment. After exploring her interests and even becoming a geology major for about a semester, she found her home in the humanities building, sitting around a table and discussing literature. This must have been the legacy of her St. Andrew's education. Since graduating from Colorado College with a degree in English, Katie has been teaching high school English in independent schools from D.C., to California, to Connecticut, to Costa Rica, to France. Katie has found a passion for teaching literature as a means of creating empathy, understanding our place in the world, and discussing some of life's most existential questions. However, in light of the environmental issues facing our world, Katie has also begun to see literature as a means of deepening her students' connections to the land and developing their sense of place. Therefore, it has become one of Katie's greatest priorities to continue to find ways to foster a sense of wonder, play, and purpose for her students outside of the classroom and the walls of the school.



Giselle Furlonge '03

A native of Boston, MA, Giselle graduated magna cum laude from St. Andrew's in 2003 where she served on the Honor and Disciplinary Committees and received the Robert H. Stegeman Award and the William H. Cameron Award. Giselle graduated summa cum laude and Phi Beta Kappa with a double major in classics and American history from the University of Pennsylvania in 2007. Giselle continued her study of classics at UCLA and was awarded the Livingston Fellowship and Chancellor's Prize during the 2007-2008 academic year. While at UCLA she tutored students in Latin and Ancient Greek, enjoying teaching so much that she chose to take on the profession full time as an English language teacher in Prague, Czech Republic. In 2009, Giselle returned to the Philadelphia area to teach Latin. Giselle also attended Stanford's d.school K-12 Lab and the Klingenstein Summer Institute in 2010, and completed a Master of Arts in Private School Leadership at Columbia University's Teachers College in 2013. At St. Andrew's, Giselle chairs the Classical Languages Department and serves as the Dean of Diversity Education. She also coaches girls basketball and is a dorm parent for junior girls. In the summer of 2015 with Emily Pressman and Ana Ramirez, Giselle co-founded the St. Andrew's Summer Institute (SASI), which engages a small cohort of faculty each summer in new thinking, research, collaboration, and reflection on our work as teachers, advisors, counselors, dorm parents, and coaches. Giselle currently resides on L Dorm with her daughter Devon, husband and fellow classics teacher Matt McAuliffe and their dog Hector.



Grace Gahagan '10

Born and raised in Vermont, Grace attended rural public schools until joining the St. Andrew's School community in the fall of 2005. While at St. Andrew's, Grace was co-president of the orchestra and co-captain of the soccer and basketball teams. She also played lacrosse and participated in Code Purple. In 2010, she graduated cum laude and received the DyAnn Miller Community Service Award, the Harry C. Parker Prize for Academic Achievement, the Larry L. Walker Prize for Instrumental Music and the Henry Prize for Athletics. Grace graduated from Colorado College in 2014 with a B.A. in art history and minors in museum studies and music. In her senior year, she curated two art exhibitions at the college and the Colorado Springs Fine Arts Center and also received a Venture Grant to study Rembrandt prints in Amsterdam to support research for her thesis. After graduation, Grace attended the Middlebury Language School for French immersion, before moving to Cameroon to work at the American School of Yaounde, where she taught art history, physical education, served as a 12th grade advisor, and coached girls soccer and basketball. Following her year in Cameroon, Grace continued on to the American International School of Chennai (AISC) to work and explore India and southeast Asia. At AISC, Grace co-taught social studies and English for 9th & 10th graders, and again coached girls soccer and basketball. Grace now lives in New York City and is pursuing a Master of Arts in Teaching Social Studies at Columbia's Teachers College with initial certification in the State of New York.



Hardy Gieske '92

Hardy Gieske is currently the Chair of the Math Department at Western Reserve Academy in Hudson, OH. He worked at St. Andrew's from 1998 to 2002 and then at The Lawrenceville School from 2008 to 2016, teaching math and writing while also coaching soccer, squash, and tennis. He is a boarding school teacher today because he found so alluring the life of generosity and kindness carried out so gracefully on a daily basis by St. Andrew's faculty during his years here. After graduation from St. Andrew's, he took a gap year and then attended Duke University ('97) where he majored in English and math, and has since earned an M.F.A. in fiction writing at UNC-Greensboro ('04). His focus in education today is to create student experiences which enrich the mind, foster independence, and beckon young people to express themselves with clarity and purpose.



Ashley Gosnell '02

Ashley is currently the Director of Development at ASSIST, a scholarship program for talented international students to attend top independent schools across the United States (including St. Andrew's—it's the program that has brought many of the German exchange students to the School over the years). In January, Ashley will be joining the SOHO China Foundation, where she will work on scholarship programs for Chinese university students. Prior to ASSIST, Ashley worked in Beijing as an educational consultant and in development at the Kennedy Center in Washington, D.C. She holds an M.Ed. in international comparative education from Stanford University and a B.A. in English from Vanderbilt University. She is a member of St. Andrew's Class of 2002.



Andy Hamlin '71

Andy is the Assistant Headmaster for Advancement at The Hun School of Princeton, where he oversees fundraising, special events, and alumni and parent relations. In his seven years at Hun, the Annual Fund has grown 150%, and special gifts have supported more than \$16 million in new and renovated campus facilities. Prior to Hun, Andy served for 18 years as the Director of Advancement at Princeton Day School (PDS), where he oversaw a successful \$53 million capital campaign that included an \$11 million gift for financial aid; at the time believed to be the largest gift ever made to a K-12 independent day school. Prior to PDS, Andy was for 11 years the Director of Development at The Lawrenceville School. Andy is a proud graduate and former trustee of St. Andrew's. He is a regular presenter at National Association of Independent Schools (NAIS) conferences and most recently co-authored a chapter on capital campaigns for the NAIS publication Philanthropy at Independent Schools.

**Kate Hardwick '07**

Kate grew up on the campus of a boarding school in New Jersey before graduating from St. Andrew's in 2007. After majoring in history at The George Washington University, she began teaching seventh grade social studies and science at a public museum magnet school as a Nashville Teaching Fellow in Nashville, TN. Kate moved back to Washington, D.C. in 2013 to teach world history at St. Stephen's and St. Agnes School in Alexandria, VA. She has taught there for the past five years and now teaches world history and AP U.S. History, as well as co-teaching a humanities course on human rights and activism. In addition to her teaching, Kate runs the History Department's honor program, is a part of the Professional Growth Committee, and is a mentor for new faculty members. This past summer, Kate earned her master's degree in independent school leadership from Vanderbilt University.

**Anna Hickman '02**

Anna Hickman is the PreK Principal at Ingenuity Prep Public Charter School in Washington, D.C. She was a founding PreK3 Master Teacher at Ingenuity Prep prior to becoming an instructional leader in their pre-K program. Anna taught pre-K through first grade for nine years and has been in leadership for the past three years. She attended Davidson College for her undergraduate degree and has a master's from Johns Hopkins University in early childhood special education. She graduated from St. Andrew's in 2002 and is originally from Chestertown, MD.

**Cuth Hutton '04**

Cuth is an ecologist and project manager working for an environmental consulting firm in Tampa, FL. Following graduation from St. Andrew's, he earned a bachelor's degree in natural resources from The University of the South, with a minor in education. He then taught middle school science for three years at Fredericksburg Academy, in Fredericksburg, VA, before attending the University of South Florida, earning a master's degree in environmental science and policy. Specializing in wetland ecology and endangered species conservation, Cuth works to restore and conserve Florida ecosystems and endangered species.

**Harvey Johnson '97**

A 1997 magna cum laude graduate of St. Andrew's, Harvey returned to campus to teach, coach, and continue his life-long pursuit of learning. While a student at St. Andrew's, Harvey received the Walter L. Harrison Prize for Mathematics and the William Day Scott Prize for Science. After graduation, Harvey joined the honors program at the University of Delaware majoring in chemical engineering. He received the Amerada Hess Award, the Charles B. Evans Prize, membership in Tau Beta Pi and a degree with distinction for his thesis on the rational design of crystallization conditions for model protein molecules. Upon graduation, Harvey joined the University of California, Berkeley, where he majored in chemical engineering and minored in financial economics. He also volunteered at the school in Children's Hospital of Oakland and at the San Jeronimo Bilingual School in Cofradia, Honduras. Harvey has mentored many students during his research career, presented his work at national meetings and has published his research in peer reviewed scientific journals. At St. Andrew's, he is Dean of Mathematics and Science, coaches soccer and basketball, and lives with his wife, English teacher Neelima Reddy, and his daughters Leela and Maia in a house near the soccer fields.

**Chloe Taft Kang '01**

Chloe Taft Kang the author of *From Steel to Slots: Casino Capitalism in the Postindustrial City* (Harvard University Press, 2016), a historical and ethnographic look at economic change in a former steel town now host to an industrial-themed casino. After graduating from St. Andrew's in 2001, Chloe attended Williams College, where she majored in American studies and sociology. Chloe worked as a journalist in Washington, D.C., before returning to school, earning her Ph.D. in American studies from Yale University in 2014. Chloe has taught urban studies as a Mellon Postdoctoral Associate in the Integrated Humanities at Yale and most recently as a lecturer in U.S. history at Lake Forest College. Her writing has appeared in the *Journal of Planning History*, *The American Scholar*, *Next City*, and *Rust Belt Chicago: An Anthology* (Belt Publishing, 2017), among other venues. Chloe lives in Chicago with her husband Jason and son Miles.

**Ben Kennedy '97**

Ben is in his first year as the Head of School at Friends Academy in North Dartmouth, MA. Founded in 1810, Friends is a preschool through eighth grade independent school of 250 students on 65 acres. Prior to Friends Academy, Ben worked at Shore Country Day School in Beverly, MA, St. Andrew's, and Episcopal High School in Houston, TX. Over the years, he has taught history, English, and ethics; coached soccer, basketball, lacrosse, and crew; and served in a number of administrative roles such as Director of Annual Giving, Director of Boys' Residential Life, and Assistant Head of School. Ben and his family of five live on the campus of Tabor Academy, where former St. Andrew's faculty member Christina Kennedy currently teaches, coaches, and serves as a dorm parent to 9th through 12th grade students.

**Pier Kooistra '85**

Pier graduated from St. Andrew's in 1985 and then from Dartmouth College, where, inspired by his classroom experiences with Tad and Elizabeth Roach (and many a lively dinner conversation with Will Speers), he majored in English. Since dropping out of a grad program in literature at Stanford, he's been happily immersed in high school teaching for the past 26 years, the last 13 of which he's spent at The Lawrenceville School. He lives there with his wife, Dana (Lawrenceville's Director of Teaching and Learning), their two sons, Eli (an 11th grader), and Noah (an eighth grader), and their fiercely independent cat, Thoreau. In addition to teaching English courses and coaching ultimate disc and outdoor leadership, Pier serves as Lawrenceville's Master-Teaching Chair in Harkness Learning.

**Libby Lakeman '12**

Libby graduated from St. Andrew's in 2012 and went on to Lake Forest College in Lake Forest, IL. While there, she pursued degrees in history and German. Working in the Admissions Office while in college encouraged her to pursue further work in admissions upon graduation. Originally from Delaware, Libby wanted to gravitate back toward the area for work and ultimately landed in Philadelphia, PA. As an admissions counselor at Bryn Mawr College, Libby has been able to see the inside workings of college admissions and the changing landscape of higher education. She is excited to see where the future takes her within the field of education.

**Andrew Mahlstedt '94**

Andrew Mahlstedt, Ph.D., is currently director of a project to open a United World College (UWC) in Colombia. He holds a B.A. and M.A. in English from Middlebury College, a M.A. in international comparative education from Stanford University, and a Ph.D. in English from the University of Wisconsin-Madison. Most recently, he was Deputy Head and taught history and English at the UWC in Mostar, Bosnia and Herzegovina. In addition to the UWC in Mostar, he has taught at the Mahindra United World College of India, the Prison University Project at San Quentin Prison, the University of Wisconsin-Madison, and Middlebury College.



Alec McCandless '89

Alec is the Christopher H. Lutz Director of the Alvord Center for Global & Environmental Studies at the Loomis Chaffee School in Windsor, CT. It's a family affair for Alec, as his wife Jennifer McCandless is the Visual Arts Department Chair at Loomis and their two boys, Reid and Cal, are both enrolled at Loomis as a junior and a freshman, respectively. Alec began his teaching career during a year off from Tufts at St. Mark's College in apartheid-era South Africa, a position he took through a St. Andrew's connection. After college, Alec worked for 12 years at the University Liggett School in Grosse Pointe, MI, as a history teacher and administrator, while also coaching, advising, and wearing the many other hats required of independent school faculty. Alec has designed and taught a variety of history and social science courses, including teaching U.S. history backwards and an interdisciplinary course on the American industrial revolution and the Ford Model T. The latter includes dis- and re-assembly of a genuine Model T engine block along with driving lessons in the school's 1926 Model T Touring Car. Alec has a B.A. in philosophy and classics from Tufts University, and a master's in liberal studies, with a focus on history and political science, from the University of Michigan. In what "off" hours exist for independent school families, Alec studies piano and guitar and is building a sailboat in his garage.



Annie McClements '12

Annie came to St. Andrew's in 2010 as a new V Former. She grew up in Lexington, MA, but her whole family is from Delaware and her father graduated from St. Andrew's in 1981. Annie loved her two years at St. Andrew's; she played soccer, lacrosse and swam; and made some truly remarkable friends. After St. Andrew's, Annie attended Williams College where she majored in biology. After graduating from Williams in 2016, she began teaching biology and physics at The Holderness School. Holderness, a small Episcopalian school with a mission to foster community and character, is similar to St. Andrew's in many ways; except, where St. Andrew's has Noxontown Pond and crew, Holderness has the White Mountains and skiing. Annie has enjoyed seeing boarding school education from the teacher's perspective. She is currently applying to medical schools; she has always wanted to be a doctor, but never dreamed that she would love teaching this much.



Joy McGrath '92

Joy McGrath is chief of staff to Peter Salovey, 23rd president of Yale University. Ms. McGrath handles special projects across the university, a complex global institution that spans Yale College, the Graduate School of Arts and Sciences, the Faculty of Arts and Sciences, and 12 professional schools, as well as extensive museum, library, and gallery collections. In her role, Ms. McGrath is responsible for a wide variety of projects, primarily related to the implementation of the president's initiatives and vision for the university. Her expertise centers in fundraising, communication, and organizational development. Projects currently in her portfolio relate to international affairs, development, governance, and strategic planning. She also oversees the budget, staff, and operations of the president's office, house, and events. Ms. McGrath arrived at Yale in 2007 and has served as the director of development in Yale College and the special assistant in the Office of the Provost. She came to Yale from St. Andrew's School in Delaware, where she was the director of advancement and a member of the English department, among other responsibilities. She holds an A.B. from Harvard. At Yale, she is a fellow of Silliman College.



Drew Meyer '86

A member of St. Andrew's Class of 1986, Drew was born and raised in New York City. After majoring in government at Connecticut College, he moved to Washington, D.C. where he took his first teaching position for the Close Up Foundation, a nonprofit and nonpartisan organization that conducts civics education for public high school students from around the U.S. through visits to Washington, D.C. After two years at Close Up, Drew took a one-year position teaching sixth grade American history at the Buckley School in New York. For the past 25 years, he has been a teacher and administrator at Greens Farms Academy in Westport, CT. During his tenure he has taught world history, American history, AP American Government, AP Comparative Government, and eighth grade government. For the past decade, Drew has also been the Head of Middle School, responsible for 230 fifth through eighth grade students.



Searcy (Milam) Morgan '02

Searcy (Milam) Morgan '02 is Founder and CEO of Matterlab, a creative agency specializing in data-driven communications strategy and marketing execution for social impact startups and nonprofits, particularly in the education sector. She began her career as a sixth through eighth grade ESL teacher in East Los Angeles through Teach For America, and went on to found the marketing team at Uncommon Schools during the organization's rapid expansion to 25-plus public charter schools in Brooklyn, Newark, and upstate New York. She later led the marketing and community engagement teams at IDEA Public Schools, which operates 61 public charter schools in Texas. Searcy received her undergraduate degree in English and Spanish literature from Rice University and her graduate degree in neuroscience from Columbia University. (She never took a single course in marketing.)



Chris Odden '86

Chris has taught mathematics at Phillips Academy for the last 17 years. He received his Ph.D. from Duke University in 1997 and has also taught at Amherst College.



Emer O'Dwyer '92

Emer O'Dwyer '92 is an Associate Professor of History and East Asian Studies at Oberlin College. She received a B.A. in East Asian studies and a Ph.D. in history and East Asian languages from Harvard University. An historian of twentieth century Japan, O'Dwyer is the author of *Significant Soil: Settler Colonialism and Japan's Urban Empire in Manchuria* (Harvard University Asia Center Press, 2015). She is at work on a second book project on popular political activism in Japan's first postwar decade.



Kathryn Orfuss '07

A lifelong New Yorker, Kathryn graduated from St. Andrew's in 2007. She attended Georgetown University, where she graduated magna cum laude with a degree in English and a minor in psychology. Following Georgetown, Kathryn joined Teach for America as a member of the Newark, NJ 2011 corps. By a stroke of luck, she was placed at North Star Academy, part of the high-performing charter network Uncommon Schools, which serves over 18,000 students from Boston to Camden. She is currently in her seventh year at her placement school, where she serves as a fifth grade English teacher, instructional coach, and curriculum reviewer.

**Robbie Pennoyer '01**

Robbie Pennoyer '01 is the Assistant Head and Director of Studies at Grace Church School, a pre-K-12 independent school in New York City. He started teaching while an undergraduate at Harvard, leading an afterschool drama program for kids whose schools had cut arts funding. After a fellowship year as the resident American at an English boarding school, he spent seven years at St. Bernard's School, an all-boys elementary school in New York. There he taught English, history, and algebra, and he served as secondary school advisor, shepherding families through the high school application process. He spent 20 summers at Camp Lanakila in Fairlee, VT, leading the music program, supervising the youngest campers, and training the staff in teaching and counseling. After three years at Yale Divinity School, Robbie returned to New York, working in the Admissions Office at Riverdale Country School. An Episcopal priest, who serves on Sundays at the Church of the Heavenly Rest, Robbie lives in Manhattan with his wife, Polly, and their daughter, Victoria.

**Emily Pfeiffer-Russell '00**

After graduating from Wesleyan in 2005 with a degree in American studies and ethnic studies, Emily moved to San Francisco, where she worked at a number of schools in varying capacities: in-class writing tutor at a public high school in Oakland; volunteer coordinator for a dual-immersion after-school program at a public elementary school in San Francisco; after-school teacher, kindergarten and first grade Spanish teacher, and middle school assistant teacher at a private Quaker school in San Francisco. Emily then went back to school to obtain a preliminary multiple subject K-8 teaching credential for the State of California, but at the time that she completed this credential, teaching jobs were scarce, so she worked as a para-professional for the following two years. After serving in the computer lab at a new public charter school outside Bakersfield, CA, Emily landed a lead teacher job at the same charter school as the head garden teacher, where she helped start a successful Edible Schoolyard program. She wrote the program standards and lessons, established values and ethos, created a beautiful garden, and connected with the school's mostly Mexican and Mexican-American community. After almost 10 years in California, Emily moved back to Virginia, settling near Virginia Tech, where for three years she worked at an excellent parent-teacher cooperative called Blacksburg New School. This academic year, Emily is taking a break from teaching in a school to take care of and teach her two year-old son.

**Chauncy (Gardner) Pogue '89**

After graduating from St. Andrew's, Chauncy attended Colgate University, where she majored in French and English. Upon graduation, Chauncy moved to France and hoped she would find a job! She was fortunate, and spent the next three years teaching English to adults, then worked for a company that recruited students for American boarding schools, and finally served as an English teacher in a French boarding school. She then returned to the States to attend New York University's Ph.D. program in French literature. Chauncy got her master's and spent several exciting years taking classes, teaching French at NYU, and working toward her doctorate. When she finished her teaching fellowship, she found she missed the energy of the classroom, so she took a break from the Ph.D. program and began her career in high schools. Chauncy moved to San Francisco and taught French and English in an independent school for three years, and then moved to Sun Valley, ID, where she has taught in both the local public high school and in an independent school. During her 14 year tenure at Community School in Sun Valley, she has worked in several capacities, including classroom teacher, Dean of Students, and now as a college counselor.

**Will Porter '96**

Will grew up in Bellefonte, PA, and graduated from St. Andrew's in 1996. While at St. Andrew's, he was editor of *The Andean*, a residential leader, captain of the cross-country and rowing teams and a recipient of the Warwick Crew Prize. In 2000, he graduated cum laude from Cornell University with a major in English. While at Cornell, he was a four-year member of the rowing team. Will began teaching English at The Hun School in Princeton, NJ, where he was also the head boys' cross-country coach and head girls' crew coach. Will then moved on to St. Mark's School in Southborough, MA, where he also served as a faculty representative to the Discipline Committee, dorm parent on a 9th and 10th grade boys' dorm, and head boys' crew coach. In 2008, he earned his master's degree in English from the Middlebury College Bread Loaf School of English. In 2010, Will returned to St. Andrew's, where he teaches English and is Head Coach of the boys crew team. He lives in Chestertown with his wife, Taylor '96, and their daughters Eliza and Beatrice. In his free time, he likes to search for bugs with Eliza, make pizza, ride his bike, talk about movies, and write poetry.

**Frances Ramirez '03**

Frances graduated from St. Andrew's in 2003 and from the University of Pennsylvania in 2007 with a B.A. in political science. She is a Senior HR Generalist at Comcast Headquarters in Philadelphia. Frances currently resides in Philadelphia with her fiancé and their two dogs.

**Jessica Reid '96**

Jessica is a finance and operations executive focused on social impact. After spending over a decade working in education, healthcare and technology, Jessica understands the unique challenge of achieving the double bottom line (economic and social impact) and knows how to lead companies at every stage from startup to growth to maturity. Her start-up experience includes co-founding PromotED, an edtech platform focused on hourly worker retention. In the area of growth-stage businesses, Jessica currently leads the Finance & Accounting team at Regroup Therapy, a leader in telepsychiatry and behavioral health services. She has also focused on mature businesses at Goldman Sachs and Apollo Education Group, where she executed over \$4.5 billion in healthcare and education transactions in the U.S. and across several international markets, including South Africa, Germany, the United Kingdom and Latin America. Jessica currently resides in Chicago, IL and received her B.A. in chemistry and M.B.A. from Harvard University.

**Ashton Richards '78**

After graduating from St. Andrew's in 1978, Ashton attended Syracuse University, where he received a Bachelor of Arts in History. In 1983, Ashton returned to St. Andrew's, where he taught history, coached rowing, and served as Director of Alumni Affairs (1986-1990) and Assistant Dean of Students (1990-1992). In 1992 he relocated to Episcopal High School in Alexandria, VA, where he taught history and served as Dean of Students until 2001. From 2001 to 2010, he taught history and coached girls rowing at The Westminster Schools in Atlanta, GA, serving as History Department Chair from 2005 to 2010. He has been teaching history at The Branson School in Ross, CA since 2011.

**Hadley Roach '07**

Hadley graduated from Swarthmore College and the Middlebury College Bread Loaf School of English. She began teaching at King's Academy in Jordan, and is now the Dean of Curriculum & Instruction at North Star Academy's Clinton Hill campus in Newark, NJ. She currently teaches seventh and eighth grade English.



Matthew Roach '04

A graduate of Williams College and the Middlebury College Bread Loaf School of English, Matthew is the English Department Chair at Peddie School in Hightstown, NJ.



Carly Schneider '98

After graduating from St. Andrew's in 1998, Carly went on to Stanford University, where she earned dual degrees with distinction in literature and feminist studies. She then stayed at Stanford to complete a master's degree in English literature. After working for the University of Texas at Austin College of Communication and as managing editor for an online editing company, she became Director of Lay Ministries at a church outside Austin. That experience encouraged her to go back for more graduate work, this time at Dallas Theological Seminary, where she earned a master's degree in Christian education. She has also received specialized training in Trust-Based Relational Intervention from Texas Christian University, which adapts educational strategies to the needs of children who have suffered abuse, neglect, or trauma. In 2012, she fulfilled her lifelong dream of becoming a high school English and history teacher. She teaches at Regents School of Austin, a K-12 Classical Christian school of 1,000 students, where she also serves as dean of the freshman class.



Jennifer (Beams) Sheppard '89

A 1993 graduate of Dartmouth College, Jennifer spent one year working for a nonprofit in Washington, D.C. and then moved across the country to Pebble Beach, CA to become Associate Director of Admission at Stevenson School. This initial role began a now-23 year career as a professional in independent school admission and financial aid spanning two coasts, five schools and student grade levels from pre-kindergarten through 12th grade. Aside from running admission and financial aid programs at various schools, Jennifer has also served as a resident faculty member and student advisor. She helped to develop the SSAT Common Application for the primary grades and has served as a mentor to those just entering the admission profession. She believes deeply in the accessibility of independent schools to families of diverse backgrounds as well as the impact of such work on individual students. She is currently Director of Admission at Princeton Academy of the Sacred Heart, from which four current St. Andreans hail. Her son Zach '21 is a III Form student at St. Andrew's.



Tammy Small '93

As a champion for education equality, Tammy is passionate about closing the achievement gap by connecting underrepresented students to elite educational opportunities that support and nurture their academic and professional ambitions. Her educational journey from Prep for Prep to St. Andrew's, and later, to Wesleyan University, provided the foundation for her belief that motivated students, regardless of race or socio-economic backgrounds, can excel in elite academic environments with guidance and support. She joined Prep for Prep as a Post-Placement Counselor, and later served as the Assistant Director of PREP 9, and as Director of Boarding School Counseling. She was awarded the Alumni Prize in 2005 for her dedication and commitment to Prep, and honored with a namesake award, the highest prize presented at PREP 9's graduation. Tammy currently serves as the Director of Admissions and Enrollment at Oliver Scholars, where she continues to fulfill her mission: connecting families to educational opportunities that were previously unknown, or perceived as unattainable, and promoting diversity at elite educational environments.



Niki Smith '90

Niki was born and raised in Brooklyn, NY. Currently, she is the Director of Academic Programs at Prep for Prep—an educational leadership development program that prepares and places New York City's most able students of color into independent schools and provides them with ongoing support and life-changing opportunities. As Director of Academic Programs, Niki spearheads the academic, social, and emotional preparation of middle school students of color. Niki's commitment to providing access and opportunity lead to her becoming a founding board member of NEMNET, a national resource organization that assists public and private schools in the recruitment and retention of faculty and staff of color. Niki has more than 20 years of experience in education, and has taught history, English, and psychology. She is a member of Alpha Kappa Alpha Sorority Inc. and was honored by The National Action Network's Women's Auxiliary New York Chapter with a Women of Excellence Award for her work in her community. Niki is an avid arts and sports fan. She has coached three New York State Association of Independent Schools championship volleyball teams. After graduating from St. Andrew's, she attended Mount Holyoke College, where she graduated with high honors with a Bachelor of Arts in Psychology, Education and African American Studies. She has done certificate work at Columbia University Institute of Urban Education, Columbia Business School Executive Education Program: Middle Management Program and has completed work towards her master's in sociology and urban education at Columbia Teacher's College.



Lori Unruh Snyder '92

Dr. Lori Unruh Snyder serves as an Associate Professor for the Crop & Soil Science Department at North Carolina State University in the College of Agriculture and Life Sciences. She is the Director of the North Carolina Youth Institute for the Global Youth Institute Program for the World Food Prize. In her role, she supports international platforms for multidisciplinary research and student programs, as well as institutional partnerships for student mobility. She has extensive experience in program development and leads multiple international programs, including summer sessions, study abroad programs, and internships and co-curricular design/service-learning projects in Latin America and in the Caribbean. She serves as the Ambassador for the 100,000 Strong in the Americas Innovation Program that was created by President Obama. In August 2017, she was the keynote speaker at the Peace Summit in Colombia, recognized for her contributions to peace building by the Colombian Embassy; her talk showcased her first debut of her watercolor art.



Leda Strong '10

Leda is a proud alumna of St. Andrew's Class of 2010. She received her B.A. in psychology with a minor in English from the University of North Carolina in 2014. Inspired by her years at St. Andrew's, her passion for social justice and her love of working with children at summer camp, after graduating from college, she accepted a teaching job at Success Academy Charter Schools. She taught fourth grade for three years in the South Bronx working first as an assistant teacher and then as a lead teacher in a classroom that included students in both the general and special education curricula. She completed a dual master's degree in general and special education in December 2016.



Andrew Sykes '95

Andrew has taught, coached, and lived at Blair Academy since 2000. He currently teaches ninth grade Global Issues and tenth grade Western Civilization and chairs the Rules and Discipline Committee. He completed his undergraduate work at the University of Richmond in 1999 and earned a master's degree in history from Rutgers University in 2008. In addition to his teaching duties, Andrew coaches the varsity boys golf team in the spring. Over the course of his career, Andrew has also served as a freshman class monitor, a housemaster of a freshman and sophomore girls dorm, and has coached boys soccer and basketball.

**David Sykes '99**

David teaches 9th grade history and an economics elective at Hackley School in Tarrytown, NY. During his time at Hackley, David spent four years as a dean and currently coaches varsity girls tennis and JV boys squash and tennis. He recently started the Hudson Scholars program, a summer enrichment program for low-income students from the local Westchester community. Prior to teaching at Hackley, David spent four years teaching in New York City public schools as a NYC Teaching Fellow, and four years teaching abroad at the American school in Barcelona, Spain. He received his undergraduate degree in international studies from Kenyon College and his master's degree in education from The City College of New York.

**Julio Tuma '87**

Dr. Julio R. Tuma teaches in and is the Associate Director of the Benjamin Franklin Integrated Studies Program at the University of Pennsylvania. He works in foundational issues in theoretical and evolutionary biology, the philosophy of biology, the philosophy of immunology, topics in bioethics as well as problems in metaphysics and epistemology as they relate to evolution, including mereology, boundary formation, and complex systems' formation. Prior to Penn, he has worked as a bioethicist in a nanotechnology research facility at University of Illinois-Chicago and as the head beekeeper for the Garfield Park Conservatory in Chicago. He is currently working on a manuscript on the interface between modern technologies and human beings.

**Kathleen (DeMarco) Van Cleve '84**

Kathy is a novelist, screenwriter, film producer and teacher. She is currently adapting the Young Readers edition of the 2017 National Book Award for Nonfiction finalist *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave* by Ona Judge, and is also working on a film adaptation of the Wesley Stace novel *Charles Jessold: Considered as a Murderer*, and her own young adult book series, Hurricane Ike. Her middle grade novel, *Drizzle*, received starred reviews from *Publisher's Weekly* and *The Bulletin for the Center of Children's Books*, and won the Pennsylvania Young Reader's Choice Award for best middle-grade novel. Her other novels are *Cranberry Queen* and *The Difference Between You and Me*. For many years, she was the creative partner of actor and writer John Leguizamo, during which time she produced the films *Joe the King* (winner of the Waldo Salt Screenwriting Award at the 1999 Sundance Film Festival), *Pinero*, and *Undefeated*. She has also worked with Steven Chbosky (*The Perks of Being a Wallflower*), Alexander Payne (*Sideways*, *Election*, *Downsizing*) and Frank Pugliese (showrunner, *House of Cards*). She graduated from the University of Pennsylvania with a dual degree from the Wharton School and the College of Arts & Sciences, was captain of Penn women's crew team, and lives with her husband and two sons in Philadelphia.

**Alexandra von Raab '91**

Alexandra is a native of New York, NY. She graduated from St. Andrew's in 1991 and Denison University in 1995. After graduating college, Alexandra moved to San Francisco and worked at a magazine and as a headhunter. After leaving the corporate world, she obtained her certification in Teaching English as a Foreign Language and moved to Santiago, Chile to teach English. In 1997, Alexandra moved back to New York City and started her work in elementary education, working at Grace Church School in Manhattan's East Village and then at the Cathedral School of St. John the Divine on the Upper West Side. In 2003, Alexandra received her Masters in Elementary Education from Fordham University. In 2007, Alexandra started a tutoring business and focused on raising her two daughters. Alexandra now resides in Old Lyme, CT and teaches at the Old Lyme Middle School.

**Matt Wolinski '00**

Matt is a native of Middletown and a member of St. Andrew's Class of 2000. While at St. Andrew's, he served as Co-President, graduated magna cum laude and received the Malcolm Ford Award. Matt spent his freshman year in the University of Delaware Honors program before transferring to Georgetown University, where he graduated magna cum laude with a bachelor's degree in government with minors in music and theology. He was inducted into the Theta Alpha Kappa Theology Honors Society. During his time in Washington, Matt was involved in student government and community relations at Georgetown. By senior year, he worked full time as a paralegal specializing in insurance litigation. He later joined the alumni relations office at Sidwell Friends School. In 2005, Matt returned to Middletown to teach middle school social studies at St. Anne's Episcopal School. He taught a variety of subject matter in U.S. and world history as well as religion to first, third, fifth and eighth graders. In 2007, he was selected as a fellow at the Klingenstein Summer Institute. He joined the St. Andrew's Admission Team in 2011, and currently serves as the School's Director of Admission and Financial Aid.

**Louisa (Hemphill) Zendt '78**

Louisa first came to St. Andrew's as a student during the early years of coeducation. She earned varsity letters in crew and field hockey, and served on the Discipline Committee, as vice president of her senior class and as a residential leader. Graduating cum laude in 1978, Louisa also won the Crew Prize, the St. Andrew's Cross and the Malcolm Ford Award. Pursuing her interest in art and education, Louisa undertook an internship at the Philadelphia Museum of Art during her college years, and after graduating from the University of Pennsylvania she taught art for ten years at the Montgomery School in Pennsylvania. Moving with her family to the west coast in 1992, Louisa then served for five years as Director of Admission and Financial Aid at Oregon Episcopal School in Portland. In 1997, the Zendts were lured back to the east coast and to St. Andrew's. At St. Andrew's, Louisa has worked in admission and financial aid, as a student advisor and as a crew coach. She currently serves as the School's Dean of Admission. Louisa has also served on the Professional Development Committee for the Secondary School Admission Test Board (SSAT) and on the Board of Directors for the Association of Boarding Schools (TABS). Louisa has three children, Peter '09, Becca '05 and Christy, and lives with her husband, Harvey, in Oxford, MD.

LISA ZENDT

WORKSHOP LOCATIONS

A Career in Education Today... and Tomorrow.....	O'Brien Arts Center - Critique Room (2nd floor)
A Discussion on the Future of Higher Education.....	O'Brien Arts Center - Rm 101 (ground floor)
Always Useful—How Learning to Teach Teaches You the Skills to Get Ahead.....	Founders Hall - Faculty Room
An Educator's Journey.....	O'Brien Arts Center - Warner Gallery (1st floor)
Are Independent Schools Responsible for Engaging Students With the Outside World?.....	O'Brien Arts Center - Room 121 (ground floor)
Beyond the Acceptance Letter: A Healthy, Growth-Positive Admissions Process.....	Founders Hall - Room 16
Building Relationships as the Foundation for Success.....	Founders Hall - Room 15
Building Relationships that Inspire Learning.....	O'Brien Arts Center - Room 206 (1st floor)
Challenges and Opportunities in Higher Education.....	Founders Hall - Library Reference Room
Chronicles and Questions from a 23-Year-Old Teacher.....	Student Center
Creating Opportunities for Authentic Student Agency on School Campuses.....	Amos Hall - Biology Classroom (1st floor)
Developing an Advisory Program: Introducing New Programs in Diverse Urban Environments.....	Amos Hall - Room 8A (2nd floor)
Dissent in American History and Why it Matters.....	Founders Hall - Room 7
Divergent Thinking.....	O'Brien Arts Center - Art Studio
Educating Global Citizens: Reading, Ethics, Power.....	Founders Hall - Library Computer Lab
Educating from Outside the Classroom.....	Founders Hall - Library Lookout
Engaging Pop Culture in the Classroom: Chance the Rapper, Lemonade, and Rick and Morty.....	Founders Hall - Room 18
Finding Purpose as an Elementary School Counselor.....	O'Brien Arts Center - Gahagan Room (2nd floor)
Finding Work That Matters: Education as Activism.....	Founders Hall - Room 6
Finding Your Element: A Life's Calling in Education Rthrough Admission & Financial Aid.....	Founders Hall - Forbes Theater
From Chapel Talks to China: Adventures in International Education.....	Founders Hall - Room 14
Identity & Our Role in the Paradox of Education in a Broken Society.....	Founders Hall - Library Room 1
Implementing Innovative Teaching Philosophies in the Language Classroom.....	Amos Hall - Room 4A (1st floor)
Innovative Schools, Audacious Classrooms.....	Founders Hall - Room 11
Keep Calm and Study Broadly.....	Amos Hall - Room 7A (2nd floor)
Leadership from the Classroom to the Capitol Building.....	Amos Hall - Room 6A (2nd floor)
Leading Learning: Striving to Inspire.....	Founders Hall - Room 5
Learning by Listening: Doing Oral History and Ethnography.....	Founders Hall - Room 17
Nature As Our Teacher.....	Amos Hall - Room 2A (1st floor)
Power of Perception: Unpacking and Addressing Unconscious Bias.....	O'Brien Arts Center - Room 319 (2nd floor)
Practical Tools for Difficult Conversations.....	Founders Hall - Room 13
Pre-K in Public Schools: The Research, the Challenges and News from the Field.....	Amos Hall - Lecture Hall (1st floor)
Promoting Wholeness in the Classroom.....	Founders - Head of School's Common Room
Refocusing and Redirecting Yourself Through Guided Reflection.....	Senior Room, Kip duPont Boat House
Standards-Based Grading with Bayesian Updating.....	Amos Hall - Chemistry Classroom (2nd floor)
Student Leaders Solve Global Fight Against Hunger.....	Amos Hall - Room 1A (1st floor)
Teaching as a Creative Act in the Digital Age.....	Founders Hall - Room 8
Teaching Civics in a Divided America.....	Founders Hall - Room 12
Teaching Literature in Translation.....	O'Brien Arts Center - Engelhard Hall Stage
The Process of Creating an Edible Schoolyard Program for Kindergarten through Fifth Grades.....	Founders Hall - Room 9
Urban Education and School Reform in the Age of Betsy DeVos.....	Founders Hall - Room 10
What Makes Language Stick and an Institution Thick.....	Amos Hall - Room 3A (1st floor)
What Will It Mean to Be Human in the Face of Emerging Biotechnologies?.....	Founders Hall - Room 4
Yes, It Is Possible To Teach Creative Writing.....	Amos Hall - Physics Classroom (2nd floor)
YOUniversity: Starting an Education Enterprise Based on Your Passion and Interests.....	Amos Hall - Room 5A (2nd floor)

NOTES

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