



LOOKING TO THE FUTURE. . .



. . . LEARNING FROM THE PAST

PLUS: Learning to Be Leaders

In Defense of *Moby Dick*

From the Editor



It's hard to stay in the moment in March. Not only does March seem like **the longest month** of the year for students and faculty alike ("will summer ever get here?"), but schools are usually hard about the business of **planning for the next year**, and faculty are making summer **professional development plans**. We invite you, however, to pause and enjoy some articles about past summer professional development **activities that have inspired and invigorated** CAIS teachers. There is also an article on **bringing life** to elementary social studies and literature and one about **braving the naysayers** and turning high school juniors on *to Moby Dick*. While we're playing Janus - **looking forward and backward** - and since it's the time of year when CAIS is looking for **new members** for our Professional Services Committees, we thought we'd share some **history and information** about the committees which do so much to help us **plan and execute** our professional development activities. **Happy Spring** - summer will be here before we know it!

save the date!

CAIS Southern Regional Meeting
March 15, 2004

Campbell Hall
Laurel Canyon Boulevard
North Hollywood, CA

LOOKING TO THE FUTURE LEARNING FROM THE PAST

California Association of Independent Schools
Spring 2003



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Developing Professionally

After attending a
 summer workshop
 with Natalie Goldberg, Chris
 Malcomb helps sixth graders go
 beyond the “monkey mind” in
 writer’s workshop.



Flat Tires and a Clear Mind: Thoughts on a Summer Writing Practice

by Chris Malcomb
 Sixth-grade teacher

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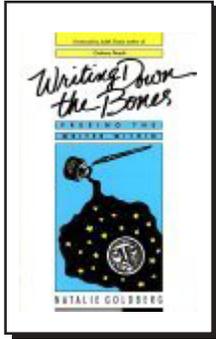
The last morning of my five-day summer retreat with author, Natalie Goldberg, was held in noble silence. As I awoke and left for morning *zazen* sitting meditation, I felt exhilarated. The necessity to initiate meaningless small talk removed, I focused on absorbing my morning experience. I heard the crunching of the driveway gravel underfoot. I noticed the wind whispering through the cottonwoods and the screech of magpies fluttering amongst branches. When I arrived, several people were already sitting cross-legged on black *zafu* cushions, their eyes partially closed, their breathing steady and focused. I sat and prepared myself for another day of “writing practice.”

Of all the rules of “writing practice” outlined in Goldberg’s book *Writing Down the Bones*, the most profound is the first: *keep your hand moving*. It is the basis of everything—ignore your critical “monkey mind” and let your writing flow. When I first picked up Natalie’s book, I was a tentative writer, a classic

example of the novice scribbler feeling pressure to win the Pulitzer on the first try. “Writing practice” changed that. Natalie gave me permission to stay exactly where I felt comfortable - exploring my voice in my notebook. After reading *Bones*, my writing began to soar. I wrote with reckless abandon about everything from ticket stubs to Eastern mysticism. I listed favorite foods, luscious words and places I loved. I experimented with songwriting and poetry. I felt like a bird flying free from its cage, leaving no branch undiscovered. When the opportunity to study with Natalie this past summer arose, I jumped at the chance. I wished to deepen my “writing practice” and bring new wisdom to my students back home.

The retreat was held at the Mabel Dodge Luhan House in Taos, NM. Each day we attended classes, readings, and sessions with our small writing groups. Natalie started each class with a five minute “in-chair” sitting meditation. (I now do

Developing Professionally



a two-minute meditation with my 6th graders each morning - it is centering, quiet and wonderful.) Our work was deceptively simple - do writing practice. Natalie provided prompts (or we devised our own), but the time investment was non-negotiable - we spent at least five hours a day writing. "You can't play Wimbledon without practicing," she reminded us.

My most significant work came in my writing group, and it was here where I felt my practice deepening. I wrote for miles every day about dozens of topics. Following each ten-minute practice, we all read our writing aloud. The group listened, but comment, praise or critique was forbidden. "No good, no bad," Natalie would say. "Write and let it go. Study your mind without judgement." As I shed layers of inhibition, topics flew onto the pages. Dreams, failures, scars, pain - nothing was off limits. I dove into lost love, my parents' divorce, and beating cancer. I uncovered a deeply rooted voice - my own.

Writing without feedback was tough, and by mid-week I felt starved for validation. I wanted Natalie to notice my

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stories, my tears, and my struggles. I wanted her to say that my writing was *good*. But her message to the group was clear. "Nobody is looking over your shoulder," she told us. "No one cares if you write - do it for yourself. Then it will be from the heart." I recognized that my fragile ego was frantically waving its hand, screaming *notice me!* and distracting me from my writing. As the week unfolded, I caught a wisp of my greatest lesson: to learn to write for myself.

At breakfast on that last day, everything came alive. I noticed previously overlooked details - cream cheese rippling across my bagel, a dot of jelly adhered to the coarse white shell of my boiled egg, ice water clinking into a glass. After breakfast, I retrieved my bike from the roof of my car - I had a flat tire. I changed it with a clear mind. Black plastic tire irons. Grease on my fingers. Air hissing from the pump. I sensed burning in my forearms and sweat trickling down my back. For a few moments all thought disappeared and I melted into the present. My writing that morning was acute, concise, and alive.

"Writing practice" is now an essential part of my life and the cornerstone of my 6th grade writing workshop. My students talk freely about keeping their hands moving, confronting "monkey mind" and developing focus to help their writing flow. For inspiration, our writing wall displays a copy of *Writing Down the Bones* with the inscription: "To Chris, who changed a bike tire with one-pointed mind - Natalie Goldberg.

Developing Professionally

Summer study of Dr. Mel Levine's "attunement" strategies empowers Gayle Cole to empower her students.



One at a Time Doesn't Take As Long as You Think

by Gayle Cole

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Elementary School Teacher

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One-at-a-time teaching — doesn't that sound impossibly time-consuming? When I first heard the Schools Attuned concept, I found myself thinking I had too many students and not enough hours in the day.

Last summer, however, I spent a week with a group of educators nearly as diverse as the populations we serve, learning how individualization not only helps each child, but also can cut down on discipline issues and create better classroom efficiency. While there is an important time investment in the beginning, in the end much more time can be saved. One mind at a time, we teachers learned how we could begin reaching all of our students using Dr. Mel Levine's "attuning" strategies.

Levine, a pediatrician and educator, founded the All Kinds of Minds Institute on the simple and obvious premise that everyone learns differently. How to best meet everyone's learning needs, however, has never been simple or obvious. So in 1987, Levine obtained a grant to devise a program that, while it might not offer any easy answers, does offer page upon page of strategies built on one simple philosophy, also the title of his book: *A Mind at a Time*.

POINTS OF VIEW

After registering for *Schools Attuned* in the spring, I began receiving materials explaining what it means to "attune" a student so I could prepare for the summer program. Attuning is the word the program uses to describe a 7-stage cyclical process of coming to understand an individual's differences in order to help him/her be most successful. "Differences" isn't a negative term; *everyone* has differences. Levine puts it this way, "To treat everyone the same is to treat them unequally. We are making a plea for the understanding of diversity, for greater flexibility in education and parenting, so that every child can find success in his or her own way."

The process of attuning begins with noticing a student, collecting data, analyzing the data, and building a profile. I chose to begin with Amy (not her real name) because I knew her parents would be interested in working together to help her have more consistent success in school. *Schools Attuned* provided us with three sets of "View" forms — one for Amy, one for her parents, and one for me to complete. We all completed the Views with ease, and the attuning process was underway before summer vacation.

Developing Professionally

THE CONFERENCE

Schools Attuned participants break into small groups to continue learning about the attuning process. We brought with us our parent, student, and teacher View forms, as well as student work samples. Our group's two facilitators guided us through the process of looking at these materials in order to do the next step of attuning a student, which is building a student profile.

The *Schools Attuned* system is neither diagnostic nor prescriptive. The organization has a web site, and we all logged on to input the data we'd gathered so that it could be consolidated. But no one implied for a moment that teachers can gather data, put it in a machine, and have the answers to optimally educating a student spit out of the printer. Instead, consolidation of information helped us recognize, for example, that Amy, her parents and I all noticed some difficulty with regulating her sleep habits and in following directions; some strength in her sequencing ability, and her passion for sports and art. A major *Schools Attuned* theme presented over the week was that strengths and affinities should be used to leverage weaknesses.

The next steps of attuning a student involve linking the student's profile with school performance, developing a management plan, demystifying the learner, and implementing some plans. Our group explored these steps through lessons, videos, discussions, role-playing, and reading, so that all of our own learning needs could be met, as well. For me, one of the most inspirational activities was practicing demystification. This is the step in attuning in which the teacher sits down to have a dialogue with the student about the learning that is taking place.

“...the goal of attuning is not the attainment of one particular outcome, but rather an overall student empowerment.”

Another teacher pretended to be Amy in a meeting we might have in the fall. Demystification is a dialogue, so Amy should be just as involved in it as I am. The purpose is to share ideas and form a plan of action that can be reevaluated again in the near future. Some ideas I got for the plan to help Amy came from my own brainstorming, while others came from group members and from the enormous binders filled with resources provided to all *Schools Attuned* participants on the first day of the program. Those materials were invaluable tools to me as I returned to school in the fall, eager to meet with Amy and try out demystification for real. But that is not the end of the process.

BACK TO SCHOOL

Attuning a student is a cyclical process. After demystification comes the implementation of an action plan, but then there is follow up. More observations will be added, data will be changed to reflect those observations, and new ideas explored. I might find that Amy has changed, or that my assessment of her strengths and weaknesses has changed. If I get confused, I have plenty of resources to turn to, from the big binder that is sitting



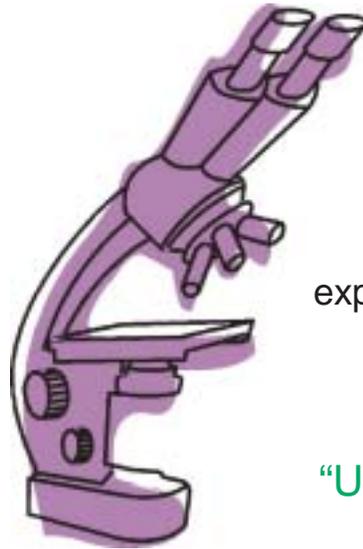
on my desk, to the group I worked with over the summer (with whom I'll be reuniting), to Internet resources. There is no one right answer, and the goal of attuning is not the attainment of one particular outcome, but rather an overall student empowerment.

Of course, after I attune Amy, I can go on to attune the next student, and the next. In some aspects, there are ways to work with a whole class at a time on better understanding the different ways in which we all learn.

I firmly believe that the techniques I learned this summer will help all of my students grow and feel successful. I feel I've grown as a learner from the experience, and I know I will be a better teacher because I attended *Schools Attuned*. Nothing in my eight years in the classroom has made me feel more empowered. I can't wait to share that empowerment with my students.

For more information, visit www.schoolsattuned.org or www.allkindsofminds.org

Developing Professionally



To ensure a **rewarding** professional development experience, Woodrow Wilson summer fellow advises, **“Understand your needs.”**

Gaining a Better Professional Experience

by Ryan Gunhold
Middle School Science

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We are fortunate as educators to have time in the summer for renewal and professional growth. I always enjoy coming back to school in the fall and seeing colleagues enthusiastic about their summer experiences. Without a doubt, my greatest professional experience occurred this past summer as part of the Woodrow Wilson Institute, a genetics and bioethics fellowship at Princeton University.

There are numerous choices to select from in summer professional development, many experiences suited for each individual and created specifically to optimize one's professional growth. First, one needs to decide whether to go to a workshop, or a conference, apply for a fellowship, or an internship. Obviously, there are also some other items to consider when making that summer decision such as the impact on developing new curriculum, gaining new skills and resources, networking with other professionals, and the possibility of seeing new places.

It all began for me when I realized that I would not have to teach summer school for the coming year (for once), and I could put more emphasis on my professional needs. I

began my search early because deadlines for quality development programs can occur as early as December. In addition, I used various available resources at school including the Internet, educator magazines, college course guides, and administrators.

I gathered all the materials and reviewed criteria, timelines, and program goals. Once I narrowed my search and gathered information on-line (using WestEd.org), the rest was a matter of completing application forms, updating my resume, and asking for letters of recommendation. The important thing was that I had a number of choices, so I did not have to limit my opportunities.

Within months, I had been accepted at a number of institutions and organizations. I chose the teacher fellowship as the Woodrow Wilson Institute at Princeton University. For my needs, no other program offered as much. There were other opportunities offering more money, less work, or closer to home, but this summer was about increasing my capacity to grow, so I accepted the offer proudly.

Before arriving in New Jersey I was fortunate to attend

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a National Science Teachers' Association conference with past graduates of this program (calling themselves "Woodies", short for the Woodrow Wilson Institute). I realized then, the high caliber of professionals with whom I would be

included Dr. Shirley Tillman, President of Princeton University, Dr. Rob DeSalle, Co-Director of Molecular Studies at the American Museum of Natural History, and Barry Van Deman, Informal Science Head of the National Science Foundation.

training are growing. Every teacher knows how valuable conferences and workshops can be, but there is nothing that can compare with specialized training supported by research. That level of professionalism breeds leadership

"Every teacher knows how valuable conferences and workshops can be, but there is nothing that can compare with specialized training supported by research."

working. Most of these devoted educators were developing outreach programs at local museums, in conservation areas, or in other countries. I was astounded at their level of professionalism, and was excited by the networking opportunities I would have with them. Once summer came, I was ready for the experience, excited to be part of a program that many other quality educators raved about. These earlier meetings had been the appetizer. I embarked on the opportunity to be mentored by research scientists and to utilize superior lab facilities specializing in genetic studies.

Programs of this quality attract influential speakers as well. Some of the prestigious scientists who spoke

I hate to think that I might have gone my entire life without having dinner with such scientific experts offering advice on effective outreach programs aimed at improving science education.

Institutes and fellowships have been around for years, but opportunities to improve teacher

and excellence. It all depends on you though. Understand your needs and how you are looking to grow as a professional. Remember what I said earlier: begin early, search intelligently, follow through, and the rest we can read about in the coming newsletter.

SUGGESTED PROFESSIONAL DEVELOPMENT SITES:

West Ed Professional Development

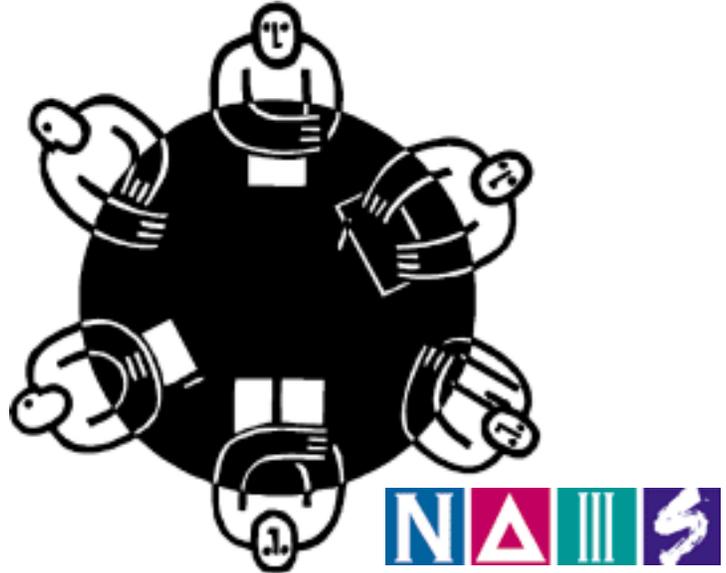
www.wested.org/cs/wew/view/wew_serv/3/wservices

Woodrow Wilson Institute for Teacher Leadership

www.woodrow.org/teachers/esi/2002/Biology

Developing Professionally

Discovering our most **overlooked** resource—our peers—at the NAIS Summer Leadership Program



Learning To Be Leaders

by Sean Kennedy
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Those of us in positions of leadership, either at an entry level or senior-level, have demonstrated the capacity to lead at some point earlier in our careers. Thus, our schools have placed us in positions we are deemed fit to hold, and have set us loose to exercise our skill and value set in the most effective manner. In doing so, however, we cannot always devote enough time to refine our leadership skills. With the chaos of the school day, ample time for reflection is scarce. Even more infrequent is the acquisition of constructive feedback from three key sources: our managers, peers, and direct reports. We can describe our leadership philosophy and approach eloquently and confidently, but do those key sources view us as leaders in the same light? Essentially, are we the leaders we think we are?

During four balmy Virginia days and nights, 42 current and aspiring independent school leaders assembled on the hallowed grounds of Episcopal High School to consider that question. The inaugural School Leadership Program (SLP), a program of the National Association of Independent Schools, gave us the rare opportunity to find out whether we really “walk our talk.” With the assistance of several psychological instruments, feedback from self-selected raters, and the excellent coaching of the program’s faculty

“Participants eat, sleep, discuss, criticize, watch movies, and play unusual variations of ping-pong as a group.”

comprised of the wonderful staff of Triangle Associates from St. Louis, NAIS executives, and veteran independent school leaders - all participants graduated with an improved, more accurate sense of their leadership selves.

The philosophy of the SLP was not to assemble these leaders so that we could pat ourselves on the back for being captains of our industry. The intent was to bring together leaders dedicated to improving, and to provide a collegial, consequence-free environment in which we could reflect on the earlier question I posed: are we the leaders we think we are? Despite the short, yet intense span of the program, we discovered, among many other lessons, that we had a remarkable resource that we often over-

look: our peers in other schools. Sure, we see one another at conferences and workshops, swapping an anecdote or two, shaking hands, and saying “See ya at the next conference.” Rarely though does any conference require close-quarters, round-the-clock interaction like the SLP. Participants eat, sleep, discuss, criticize, watch movies, and play unusual variations of ping-pong as a group. In many ways the conference is like the first week of a freshman year in college, full of fun, work, and camaraderie. As a result we learned a great deal

about each other very quickly. The SLP affirmed that most of the problems, triumphs, anxieties, and certainties we hold are also held by others in very different school settings. It was truly amazing how cathartic and rewarding it was to discuss these emotions with peers.

To delineate the complete scope of the SLP would take many more pages than this newsletter can devote. I am certain that it will positively affect you as a leader and a person. Thus, I will summarize and conclude with a simple directive: attend this program if you wish to become a more effective independent school leader. I invite all curious souls to contact me about the SLP or to visit the NAIS website at www.nais.org.

Sharing Strategies

Francene Fisher **shares** creative ways of keeping third graders' **attention**.

Bringing Social Studies and Literature to Life!

by Francene Fisher
Third-grade teacher

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There is no better way for students to learn something than to live it.

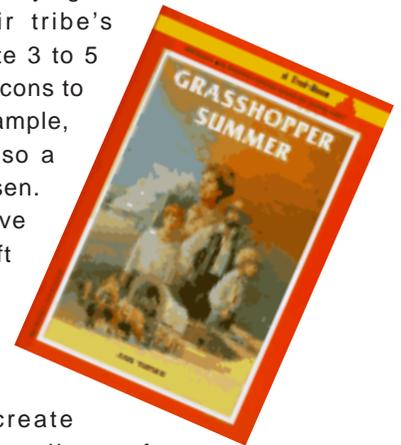
Together, another 3rd grade teacher and I have found ways for our kids to experience what life was like for the early settlers and Native Americans based on a study of the novel, *Grasshopper Summer*.

The story follows a family who moves from Kentucky to the unsettled Dakota Territory. By the end of the book, the family has experienced life on the prairie by getting used to new foods, building a sod house and surviving a plague of grasshoppers. Our culminating activity for this novel began when students measured out a typical sod house, 9 x 15. They designed a way for the family of three to live in this space. Next, we made grease paper windows with newspapers. We were able to get someone to donate a load of sod, and students worked in teams to measure it out, cut it into bricks with their shovels, carry the bricks, and make the beginning of a wall. They made a whitewash with lemon juice and water, and painted it on the bricks for pest control- just like the pioneers did.

After the construction, students met in the multi-purpose room, where they enjoyed a prairie feast. We sent parents some authentic prairie recipes to make ahead. Students made their own butter, and sampled dishes such as johnnycakes, peach pie, corn bread, bacon and white bread sandwiches, and more.

Our social studies curriculum covers Native Americans. As a culminating activity, we had students create a Native American Wax Museum. Students chose a Native American tribe and we took a trip to the library to find books on their tribes. Students were required to learn specific facts ranging from how to say hello in

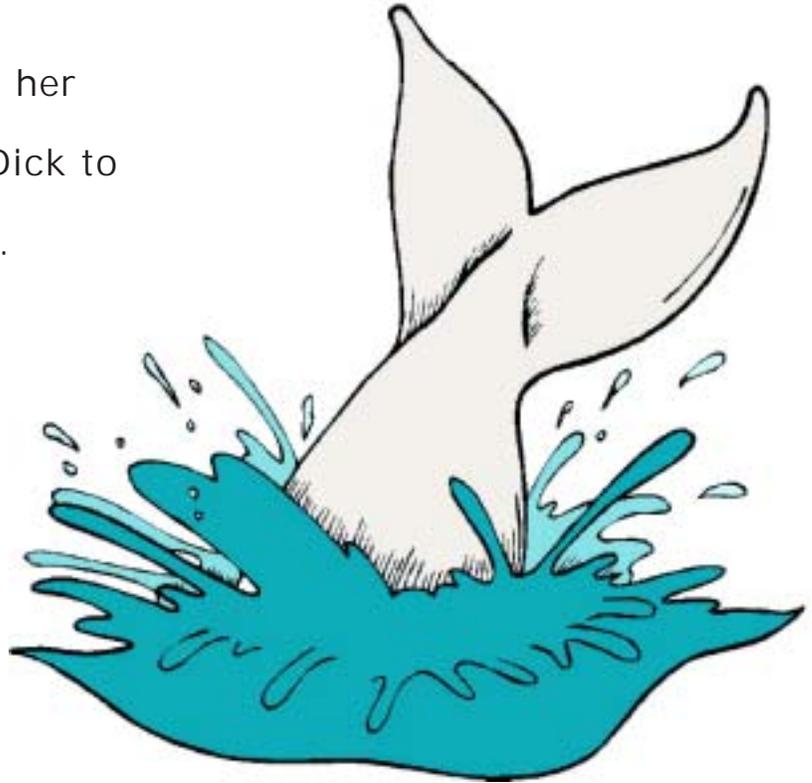
their tribe's language, to identifying the natural resources in their tribe's environment. Then they wrote 3 to 5 minute speeches and chose icons to represent the tribes. For example, the Navajos were weavers, so a woven blanket could be chosen. While we were fortunate to have many parent helpers on craft days, we insisted that everything be made in class. Students made their own icons and costumes, painted old sheets to create backgrounds, and made replicas of different types of Native American houses.



Now the fun began. On the day of the presentation, the students stood in areas of the auditorium which corresponded to the geography of the United States. Each chose a pose and became a wax figure. When the patrons of the museum (fellow students) came to the exhibit, they pressed a button and the Native American statue came to life. The kids had practiced and memorized their speeches and learned to move in a robotic fashion. When their speech was finished, they became wax figures again. (Imagine the old Abe Lincoln attraction at Disneyland.) This was a terrific way for students to learn and to demonstrate their knowledge about various tribes, combining drama, art, research skills and a lot of creativity. Both activities were rewarding for the students as well as for my creative partner teacher, Evan Cosden and me.

Sharing Strategies

Anne Graybeal stands by her **choice** to teach *Moby Dick* to AP **literature** students.



In Defense of *Moby Dick*

Anne Graybeal
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It was not without trepidation that I finalized the summer reading selections for my AP Literature class. As I signed the order form, I remembered a long-ago interview at a tony girls' boarding school when, in response to a question about what novel I would most want to teach if given a choice, the department chair tipped back her well-coifed head and sniffed: "Well, my dear, you would *never* teach *Moby Dick...here.*"

Indeed, almost any mention of Melville's novel in a secondary school setting will be met invariably with revulsion – "too long" – or disdain – "too canonical" – or confusion – "what's all that business about whaling, anyway?" I would argue, however, that by overlooking one of the defining works of American literature, we do a great disservice not only to the text, but also to our students.

Admittedly, *Moby Dick* is a long novel: 135 chapters and 470 pages worth of long. Such a tome, however, is well-suited for summer reading by any group of sufficiently dedicated and attentive students. Because all of Webb's juniors study American literature, the novel provides an elegant transition to senior AP courses by expanding the investigation of familiar American themes and genres while introducing the more demanding level of reading and analysis that advanced courses require. Ideally, students can use their experiences with the text as a kind of meta-critique of their own skills and dedication as they wonder whether they're ready to tackle a year's worth of similar works.

Mechanical considerations aside, the real conundrum of *Moby Dick* rests in its status as a canonical

Sharing Strategies

text. Written by a white man about white men chasing a white whale, the novel on its surface begs criticism as a racist, chauvinist, slaughter-fest, and yet it is in this

misconception that it is so fundamentally underestimated. Ishmael, Melville's itinerant narrator, experiences a dramatic shift in his racial and religious prejudices after his first night bunking with Queequeg, a Polynesian whaler. Although initially he feels "suspicious of this 'dark complexioned' harpooneer," he later confides to the reader: "Better sleep with a sober cannibal than a drunken Christian." Subsequent chapters feature the two as bosom friends:

"Melville goes on to both embrace and explode the nineteenth-century ideology of whiteness that Moby Dick embodies."

"Thus, then, in our hearts' honeymoon, lay I and Queequeg - a cosy, loving pair."

Melville goes on to both embrace and explode the nineteenth-century ideology of whiteness that Moby Dick embodies. The whale "appall [s]" Ishmael, for in the color white, despite its "associations with whatever is sweet, and honorable, and sublime, there yet lurks an elusive something in the innermost idea of this hue, which strikes more of panic to the soul than that redness which affrights in blood."

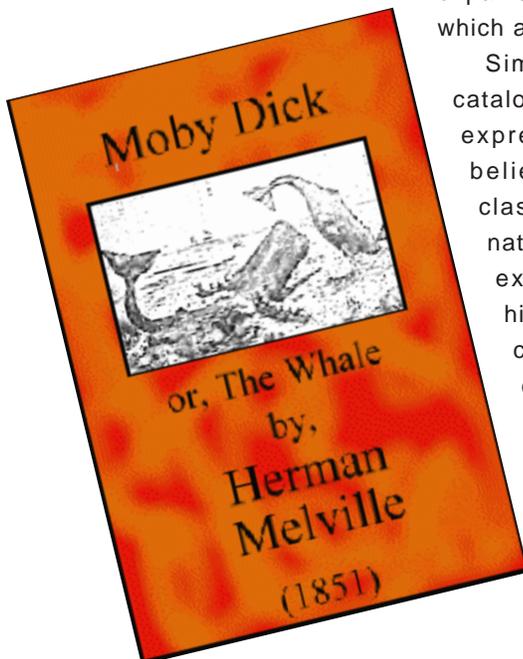
Similarly, Melville's carefully catalogued chapters on cetology express the Transcendentalist belief that the human mind classifies nature according to nature's own design, while his explication of the ritualized hierarchy of the *Pequod's* crew clearly exposes such artificial designations as ridiculous, if not outright dangerous. Although the novel's treatment of race and gender may remain dated for some readers, Melville presents these issues

with complexity sufficient to sustain any energetic investigation.

During our first week of school, my AP students

responded to the novel with written, visual, and dramatic exercises. They wrote response papers in which they analyzed a scene from the novel that encapsulated one of Melville's central themes. They made group presentations – one used PowerPoint, another produced a talk show – relating the themes they had identified to trends in nineteenth- and twentieth-century American literature, and they critiqued contemporary paintings inspired by the novel by artists including Frank Stella, Mark Milloff, and LeRoy Neiman.

Allowing students to stew in their own frustration, enjoyment, and epiphany seems to me to be the real joy of assigning summer reading. Had I listened to that well-coifed department chair, I, too, might have dismissed *Moby Dick* and missed a week's worth of some of the most energetic argument and analysis I have yet encountered as a teacher, and my students would have missed an opportunity to test themselves against a text that stands symbolically as one of the most complex novels America has produced. And so I finally did it: I taught *Moby Dick...here*.



From CAIS

Learn a little and
 help CAIS plan its
 teacher meetings



Teachers Leading Teachers

by Sandee Mirell
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"Any time two teachers are together talking about teaching - it's professional development." There is great truth in this observation overheard at a past Regional Meeting. Attendees often comment that they get as much out of the conversations they have with their school colleagues on the way home as they do out of the workshops themselves. CAIS relies heavily on the efforts and expertise of the Professional Services Committees (PSC) in producing the Regional Meeting. Two groups of fourteen educators, north and south, serve for two years on a committee which plans the Regional Meeting, as well as the Professional Days which alternates region with the larger meeting. (The Regional Meeting is an annual one for us, but it alternates, north and south. Odd-numbered years, find us in Northern California and even-numbered years, we are in the South.)

Serving on a PSC can be a valuable professional development experience, inevitably providing opportunities for teachers to talk about teaching. Committee members have a chance to meet educators from other CAIS schools, to build a valuable professional network, and to collaborate with each other. For instance, in planning for the Professional Days (which are taking place in the South this year), committee members from different disciplines frequently team up to jointly produce an interdisciplinary or cross-grade level workshop.

This year early childhood and intermediate educators will gather at Crossroads School in April to share active reading strategies. In January, the disciplines of technology and library science gathered at Valley Beth Shalom.

One former committee member, Barbara Weinstein from La Jolla Country Day School, found the experience of planning a Visual Arts Professional Day professionally renewing, as she reported in the Spring, 2001 issue of the Faculty Newsletter. Barbara noted:

"...there is something tantalizingly wonderful about deciding what you...will design for your curriculum area for one whole day. After all, when else will you receive the advice to, 'Choose something you'd really like to go to yourself.' How self-indulgent that seemed to me at first, but at the same time, what perfect sense it makes!"

Actually, the whole idea of offering a Professional Day was the idea of the PSCs back in the days when they were known as the Academic Services Committees. In the spring of 1980, two committees were established with the purpose of helping to improve the quality of the Regional Meeting and to obtain wider involvement of teachers in the planning process. Committees were structured to be as broadly representative as possible, not only of grade levels and disciplines, but also of the wide variety of schools in the association. At that time,

From CAIS

there were two Regional Meetings per year, one in the North and one in the South. By 1982, the quality had improved so much that the size of the meeting had grown to a point that it was impossible to do two of them in one year. Not wishing to lose the momentum and the opportunity for CAIS teachers to get together annually, the Academic Services Committees created Discipline Days (now referred to as Professional Days). The Faculty Newsletter was also born from these committees - accentuating the point that we are fortunate in California to be able to rely on the great ideas, talent and enthusiastic participation of a wonderful cohort of teachers. Since my coming to the director position in 1997, I have worked with a succession of wonderful committees that continue to enhance this impressive tradition in stellar fashion.

A call has gone out to our heads of schools asking them to nominate teachers for the openings for 2003-4. if you would like to join this group of dedicated teacher leaders, let your head of school know. If you would like any further information about the position call or email me at the CAIS office. And please join me in thanking the members of the committees for 2002-3.

“...two committees were established with the purpose of helping to improve the quality of the Regional Meeting and to obtain wider involvement of teachers in the planning of it.”



— 2003-4 Professional Services Committee Openings —

North	South	
Administration	Administration	Languages
Languages	Counseling	Library
Math	Early Childhood	Performing Arts
Science	English	Social Studies/History
Social Studies/History	Intermediate Grades	Technology
		Visual Arts



From CAIS

CAIS thanks...

*Northern Professional Services Committee
2002-03*



*Southern Professional Services Committee
2002-03*

Administration	Karen Malin The Seven Hills School	Administration	Jackie Yarbrough Carlthorp School
Counseling	Edward Englund Woodside Priory School	Counseling	Sean Kennedy Army and Navy Academy
Early Childhood (PreK-2)	Liz Lummis O'Neil Redwood Day School	Early Childhood (PreK-2)	Ronnie Anderson Crossroads School
English	Laura Konigsberg Bentley School	English	Michelle Gunnell Foothill Country Day School
Intermediate Grades (3-6)	Cindy Rodenbaugh Sonoma Country Day School	Intermediate Grades (3-6)	Gayle Cole Center for Early Education
Languages	Françoise Thompson The Harker School	Languages	Helena Hill Marymount of Santa Barbara
Library	Joyce Roby Belanger The Head-Royce School	Library	Lucy Rafael Center for Early Education
Performing Arts	Bob Wells The Head-Royce School	Math	Regina Choi Turningpoint School
Physical Education	Anton McGready Prospect Sierra School	Performing Arts	Vincent Houser The Buckley School
Sciences	Eric Kielich Mount Tamalpais School	Physical Education	Gene Rogers The Buckley School
Social Studies/History	Jeannie Wallis Saint Andrew's School	Sciences	Susanne Schissel La Jolla Country Day School
Technology	Mike Persinger Trinity School	Social Studies/History	Tom Millar Marlborough School
Visual Arts	Gretchen Garlinghouse The College Preparatory School	Technology	Tara Higgins Village School
		Visual Arts	Christy Armstrong Chadwick School