



FALL 2016/WINTER 2017

ST. PATRICK'S PRESS



**INSIDE
THIS
ISSUE**

Grade 8
Class of 2016
Commencement

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Photo above: Upper School students, pictured here sporting their commemorative shirts, gathered at the Foxhall Campus on Friday, September 23, along with their Lower School counterparts and faculty and staff, for a festive picnic and pep rally in celebration of the Day School's 60th Anniversary.

On the cover: Grade 7 students Will B. (left), Charlie P. (center), and Peter B. disembark at the MacArthur Campus. While current Grades 7 and 8 students shuttle between the Whitehaven Campus and the MacArthur Campus for their classes, next year's students will be the first to enjoy the new consolidated middle school facility on MacArthur Boulevard. For more on that topic, please see page 4.

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FROM PETER A. BARRETT, HEAD OF SCHOOL

The Magic of St. Patrick's

BRONZE SCULPTURE, QUIETLY INSTALLED ON FOXHALL CAMPUS, CAPTURES MAJESTY OF DAY SCHOOL MASCOT

In late October, when the thoughts of most St. Patrick's students had turned to Halloween and our traditional parades beckoned, an exciting new addition to the Day School landscape arrived quietly and settled into a prominent place at the Foxhall Campus athletic field. The new arrival is a life-sized bronze sculpture of an Irish Wolfhound, the Day School's distinctive mascot.

These majestic animals, known to the ancient Celts as Cú, have been bred as warriors and hunters for more than 2,000 years. Over the centuries, Wolfhounds came to symbolize great size and strength, ferocity in battle, and loyalty such that the prefix Cú (hound) was bestowed upon the great warriors and kings of ancient Ireland.

The Classes of 2012 and 2013 had set aside money for the sculpture as they prepared to graduate from St. Patrick's and now, three years later, their vision has become a reality. The lengthy sequence of identifying a sculptor, creating and refining the design (with help from Wolfhound-knowledgeable eyes), and then capturing it in bronze through the lost-wax process has now resulted in a striking addition to our athletic complex and a meaningful legacy from those graduating classes.

St. Patrick's worked with the Yonkers, N.Y.-based Randolph Rose Collection, a 40-year-old family company specializing in custom bronze sculptures. Harlan Rose, of the Randolph Rose Collection, said the concept of legacy motivates a lot

of the work his company does, including statues for parks, memorial gardens, and amusement parks and soon, a Big Ten mascot.

Embodying a number of qualities to which our own athletes aspire, ancient Wolfhounds were not only warriors but also exceptional hunters, with a keen intelligence and the ability to think independently that made them effective even working at great distances from their masters.

The original plan was to dedicate the Irish Wolfhound in back-to-back ceremonies in late September at the 60th Anniversary Picnic for students and faculty and staff and then at Green & White Night the next day. Given that the sculpture didn't arrive until a month later, we are now planning a dedication ceremony in the spring. In the meantime, the Maintenance Team has installed the sculpture on the upper terrace at the athletic field, where older students, at least, have had a glimpse of the Irish Wolfhound during the Capital Athletic Conference (CAC) boys soccer tournament, hosted by St. Patrick's, and their regular physical education classes at the field. (Please see the "Wolfhound Watch" later in this edition of the *St. Patrick's Press*, where we report on the tournament championships for three of our four participating soccer teams and a runner-up finish for the fourth team.) Members of the boys junior varsity team were even able to rub the nose of the sculpture for good luck before winning the CAC championship

game, inaugurating what they hope will become a school tradition.

Today's Wolfhounds retain the strength and loyalty of their forebears. They are described by the American Kennel Club as superb athletes and endurance runners. More than guard dogs, Wolfhounds are true guardians, fearless when they perceive danger or aggression toward themselves or their loved ones. As Joseph A McAleenan wrote in 1920, a wolfhound is "a giant in structure, a lamb in disposition, a lion in courage; affectionate and intelligent, thoroughly reliable and dependable at all times, as a companion and as a guard he is perfection."

This edition of the *Press* captures a slice of Wolfhound life extending from late spring and early summer (the Chapel Honoring Faculty and Staff, for example, and the Graduation of the Grade 8 Class of 2016) through the fall. In addition to the exciting news of a relocated and expanded middle school for Grades 6, 7, and 8 to open in the fall of 2017, I would like to call your attention to that graduating class and their own accounts of what it has meant to be Wolfhounds. "The real magic was always the people here," observed one of those graduates. "In the school song we talk about the light of St. Patrick's, and now I understand that the light of St. Patrick's is the magic that's here—in the people, the love of learning, and our daily moments of joy." I am grateful to the Class of 2016 for all of the magic they worked during their time with us.

a broader vision

THE UNIVERSITY OF TEXAS AT AUSTIN

THE UNIVERSITY OF TEXAS AT AUSTIN is a public research university. It is the largest university in the state and one of the largest in the United States. The university is a member of the Association of American Universities and the Association of Public Research Universities. It is also a member of the Association of American Colleges and Universities. The university is a member of the Association of American Universities and the Association of Public Research Universities. It is also a member of the Association of American Colleges and Universities.



St. Patrick's Board Announces Consolidated Middle School to Open for 2017-2018 School Year



Above: An architect's rendering of the reception area of the new middle school building, currently under construction at 4590 MacArthur Boulevard, NW. The 19,000-square-foot space will be built to the Day School's specifications, tailored for the unique needs of middle school students, and allow faculty to continue the innovative instruction that has been the hallmark of St. Patrick's current Grades 7 and 8 program.

The Board of Trustees has announced plans to open a consolidated Grades 6, 7, and 8 middle school in the fall of 2017. After completing a strategic planning process during the 2015-2016 school year, the Board moved quickly to make the plan a tangible reality. To that end, the Day School has signed a long-term lease to occupy the entirety of the almost-19,000-square-foot former office building at 4590 MacArthur Boulevard, NW, which has been gutted and will be built out to St. Patrick's program specifications. The Board of Trustees envisions "an exceptional program targeted at the particular needs of young adolescent learners."

The mix of flexible and more traditional instructional spaces will enable St. Patrick's talented faculty to meet the cognitive and academic needs of students at the same time that it enhances the strong sense of community that has become a characteristic of the current program. "The environment is built specifically for Grades 6, 7 and 8 students," said Rochelle Hargraves, Assistant Head of School for Finance and Operations,

who is deeply involved in the project. "And it will be a superb place to learn."

The Board opted to lease and renovate because that approach would allow the school to open the expanded middle school more quickly than any other scenario, promptly resolve the enrollment bottleneck from Grade 6 to Grade 7, and enable all students to remain through their Grade 8 graduation. After a careful review, the Board decided that the lease agreement would serve St. Patrick's better than pursuing a new building on the nearby Foxhall Campus, which has also been estimated to cost more than ten times the \$2.5 million build-out of the new MacArthur Campus. That project, including opening a St. Patrick's high school, remains a long-term goal but is not a near-term consideration for the Board of Trustees.

The growing popularity of the Grades 7 and 8 program has outstripped the enrollment cap at the existing MacArthur Campus at 4925 MacArthur Boulevard, NW. For the past two years,

students in Grades 7 and 8 have traveled between the Whitehaven Campus for their math and science classes and the MacArthur Campus, which St. Patrick's owns. (For now, the Board has determined that St. Patrick's will hold onto that building and identify other mission-related uses for it, possibly including programs for students or professional development activities for faculty and staff.)

The new facility will enable St. Patrick's to reunite that program under a single roof and also to add Grade 6 students to the mix, as it designs the kinds of spaces for teaching and learning that should comprise an exceptional program targeted at the particular needs of young adolescent learners. In the 2016-2017 school year, there are 115 students enrolled in Grades 6, 7, and 8, a number that the new facility will allow to grow over the next few years, with a projected maximum of approximately 150 students.

The new middle school plan positions St. Patrick's top-tier program well within the Washington-area education marketplace. Most public elementary schools in the area end at Grade 5. By expanding capacity at this grade level, St. Patrick's will be able to admit strong candidates to the middle school program, even as it accommodates all current St. Patrick's students.

St. Patrick's has already built an exceptional Grades 7 and 8 program characterized by a tight-knit student community, devoted faculty and staff who have chosen to become experts in early adolescent education, and rigorous academics scaffolded by instruction in non-cognitive skills.

"One of the most outstanding qualities of the Grades 7 and 8 program is the closeness of the faculty," said Dan Spector, Assistant Head of School and Head of the Upper School. "While that quality might seem secondary to the student experience in some way, it is, in fact, this closeness that makes the student experience as full as it can be. Individually and collectively, the teachers know their students. They know their strengths, they know their areas of growth, and they know what is required to get the best from them. While individual teachers can do all of these things within their classrooms, having a team that works collaboratively, understands and trusts each other, and seeks to learn from one another creates an experience that is exponentially better than what can happen in one single classroom."

And the teachers at St. Patrick's are excited about the instructional opportunities designed into the new space. As Upper School learning specialist Kristen Wilkins said, "The classroom layout offers more space and opportunity for students to engage in independent and self-directed learning activities. Various activities can run simultaneously. This means more time for small-group work



Above: An architect's rendering of one of two science labs at the new middle school currently under construction. The design of the building's interior will provide spaces for traditional instruction as well as ones that facilitate student-directed learning and exploration.

(student collaboration, a skill students will need in their academic and professional lives) and additional touchpoints with teachers and learning specialists, checkpoints for authentic understanding of the learning targets presented."

"This new facility represents an exciting educational opportunity not only for the current students and families of St. Patrick's," said Head of School Peter A. Barrett, "but also for families who are seeking an exceptional middle school program for their children, perhaps as they transition to independent schools. St. Patrick's has a long history of providing the very best in nursery, elementary, and middle school education, and our graduates become superb candidates (and then students) at the array of fine independent day schools in the Washington area and at boarding schools largely in the Mid-Atlantic and New England regions."

In order to fund the build-out of the leased space and related costs, the Board of Trustees has entered the early phases of a \$4-million capital campaign that will also support redevelopment of the Day School's Whitehaven Campus outdoor spaces, including a new sports deck next to the Gymnasium and Performance Center and redevelopment of the Nursery School Playground and Kindergarten Playground.

Six-Day Rotation Enhances Fluidity of Academic Day

The beginning of the 2016-2017 school year featured the inauguration of a new six-day academic rotation, and the early results are very positive. “It is both wonderful and more productive to spend longer periods of time with the students,” said Grade 4 teacher Thérèse Khan (4A). “It helps me to structure the class so that the students are better able to work at their own pace as they accomplish their learning goals, and there is much more fluidity from one task to another.”

Among the changes that the new schedule has accommodated are a number that improve the student experience. For many students in Lower School and Upper School, class periods are slightly longer, allowing students and teachers to use the time for deeper dives into topics of study. In Lower School, this change results in more time with homeroom teachers, allowing teachers to develop an even greater understanding of and insight into each student. In Upper School, each subject-area teacher can use time more flexibly, providing the option of taking on extended projects without interruption. For the more pragmatically-minded, Upper School students used to have seven classes a day, whereas they now have six, and students often have a break after two consecutive class periods. This element of the schedule change is consistent with research that suggests that breaks between classes help young people focus better and retain more of what they learn, explained Assistant Head of School and Head of Upper School Dan Spector. Though perhaps counterintuitive, the daily experience is easier for students to navigate, as Lower School students have more time in homerooms and Upper School students have fewer classes per day. In both cases, as a result, students experience fewer transitions each day.

St. Patrick’s students really appreciate the shift, said Thérèse. “As we were all getting used to the new schedule, they often asked, ‘Can we have another day like today?’ They soon came to realize that what first seemed to be a novelty is our new norm.”

The change is beneficial for younger students as well as older ones, said Karen Clement, who teaches K2 with Victoria Gangotena. “For us, the longer blocks of uninterrupted time have allowed us to delve more deeply into project-based and inquiry-based learning,” said Karen.

In addition to the six-day rotation, there are a set of days called Flex Days set aside for special projects and other opportunities. Flex Days are intended to be moments when students can work deeply and intensely on a particular project or class activity.

Flex Days (the name reflects the more flexible academic schedule) often occur when the Day School has a special event—around holidays and before breaks, for example—and feature a departure from the six-day rotation. They have enabled division-wide collaboration, interdisciplinary work, and deep dives into creative projects. Flex time allows teachers to design the time for teaching and learning in fresh ways, with the added benefit of providing opportunities for St. Patrick’s to come together as a school.

“Flex Days allow teachers to create new, innovative, interdisciplinary projects in long, uninterrupted blocks of time,” said Dan Spector. “Working as teams of teachers—homeroom and specialists—faculty create opportunities for students to explore, discover, and extend while learning new topics and trying new approaches to learning.”

These Flex Days provide teachers freedom to expand exploration in areas that have captured students’ imaginations.

Inaugural #GivingTuesday Campaign Nets \$130,000 for Annual Fund

St. Patrick’s inaugural #GivingTuesday campaign on November 29 in support of the Annual Fund was a colossal success. Having received a \$30,000 challenge from a generous current family, the St. Patrick’s community not only matched that challenge, they far exceeded it! Throughout the day on Giving Tuesday, the Annual Fund received a total \$131,210 in new gifts and pledges from across our community: current families, alumni, parents of alumni, and grandparents. There were gifts of all sizes; the success of the campaign demonstrates how all gifts, no matter the size, truly make an impact.

Giving Tuesday helped the Annual Fund, St. Patrick’s top philanthropic priority, get closer to its 2016-2017 goal of \$1.25 million. Gifts to the Annual Fund help ensure that St. Patrick’s provides students with exceptional academic and extracurricular experiences; attracts and retains superior faculty and staff and supports their ongoing professional growth; and maintains a robust Financial Aid Program in support of socioeconomic diversity.

Founded in 2012, Giving Tuesday is a movement to support giving back at the start of the holiday season. Following in the footsteps of Black Friday and Cyber Monday, Giving Tuesday is building a tradition of giving. May the power and joy of giving inspire all of us throughout the year!



Above: The St. Patrick's community celebrated the fourth annual Green & White Night in September. This year the event, which typically celebrates the new school year and kicks off the Annual Fund campaign, also served as a celebration of St. Patrick's 60th Anniversary. Pictured above, left to right are: Dirck Hargraves, husband of Assistant Head of School for Finance and Operations Rochelle Hargraves (second from left) and parents Mia Bass, Felicia Pyles (center), Adrienne Joesten, and Trustee Mashea Ashton and her husband Kendrick.

Day School Community Celebrates 60 Years at Green & White Night

More than 200 parents, parents of alumni, and faculty and staff gathered for Green & White Night at the Foxhall Campus Athletic Field on Saturday, September 24. The cocktail party marked the beginning of another school year, celebrated St. Patrick's 60th Anniversary, and provided an opportunity for visiting with friends old and new.

Gathering on the terraces at the athletic field, attendees wore pins that identified their association with St. Patrick's—ranging from parents of Nursery School students to parents of college-age alumni. They enjoyed an array of food and drink before welcoming remarks by Head of School Peter A. Barrett, Board of Trustees Chair Kai Reynolds, and Annual Fund Chair Doug Anderson.

Kai announced this year's Auction Co-Chairs—Paige Kevill, Elena Tompkins, and Jill Wiley White. We are grateful for the dedication of these volunteer leaders, whose commitment and enthusiasm are sure to result in a fabulous Auction to Benefit Financial Aid in March.

Green & White Night, which celebrates the beginning of the new school year, brings together members of the community who might not otherwise have an opportunity to spend time in a social setting. Inaugurated in 2013, Green & White Night replaced most grade-level potlucks to create an event for the entire community. We look forward to seeing you next year!

Student-Driven Learning: Grade 8 Students Embark Upon Yearlong Capstone Project

At St. Patrick's, project-based learning (PBL) is an important tool we use to create effective student-centered learning opportunities. The Grade 8 Capstone Project, a yearlong research project where students work one-on-one with an adult mentor pursuing a research project in three



Above: Members of the Grade 8 class, including Katherine M. (right) and Hyland W., have embarked again this year on a Capstone Project that seeks to allow students an opportunity to explore in-depth a topic of interest. Each student ultimately produces a written report, a "product" of some kind, and a presentation to peers.

phases, is learning designed around each student. Through the Capstone process, students choose their own meaningful research question, collaborate with a mentor, develop a thesis and write a persuasive paper, create a “product” and, finally, present their work to their classmates and others. As part of the process, they act independently, think creatively, develop writing and research skills, and learn successful executive-functioning habits. Capstone provides an excellent opportunity for students to synthesize the skills they have learned over their years at St. Patrick’s.

The Capstone Project begins over the summer with students reading a number of books relevant to two topics of interest to them. Each student is paired with a mentor, a member of the faculty, staff, and administration from across divisions. Students begin by creating annotated bibliographies and, with the assistance of their mentors, narrow their topic of choice down to a specific thesis statement. Students meet with their mentors on a weekly basis to report progress, solicit feedback, and share discoveries.

Charlotte K., for example, began studying the September 11, 2001 terrorist attacks and Americans’ reactions to the attacks. Charlotte, who is researching the psychological concept of ambiguous loss in order to build her thesis statement, is looking forward to the late-winter phase of the project. “One thing I’m excited for is the product we make. It will be a visual representation of what we’ve been learning and all the hard work we’ve put into it.”

There are three components to the project—a research paper, a design project, and a live presentation. After completing their research, students will produce a seven- to 10-page research paper that addresses their specific area of inquiry. Teachers in Grades 7 and 8 supplement the Capstone process with direct discussions of time management and accountability. “You do have to teach it explicitly,” says Marlena Elmore, Grade 8 humanities teacher. “It’s only through a project like this that time management comes.” Students have a calendar of due dates and discuss the timetable with their mentors, who ask, “How do you think you need to organize your approach?”

After students complete their research papers, they move on to the design portion of the project. Design projects will vary—students may choose to build something, design an experiment, or document a real-life experience related to their topic of choice. The design portion of the Capstone Project will be finished in February. Finally, students will present their findings to an audience of peers, faculty and staff, and parents in March.

We are excited to see students’ projects develop over the course of the school year and believe that, as these students move on from St. Patrick’s, they will carry forward the skills and confidence to tackle large-scale academic and personal undertakings.

St. Patrick’s Faculty Members Engage in Summer Teaching and Learning Programs

Over the summer, St. Patrick’s faculty lived out the commitment to lifelong learning expressed in our Statement of Philosophy: “Believing that all of the individuals within the St. Patrick’s community—teacher and learner, adult and young person—are active, growing, and changing, we work to challenge and support them in what we understand to be a lifelong process.”

From Cambridge to California, our teachers deepened their knowledge and added new skills and approaches. They returned with ideas and energy from highly-regarded organizations like Responsive Classroom, the CARLE Institute, the Institute for Multi-Sensory Education, Harvard’s Project Zero and DC Project Zero, the Chesapeake Bay Foundation, the Nueva School, NuVu, and UVA’s Curry Leadership Academy.

Their pursuits broke down into several major and overlapping groups: social-emotional learning; equity, diversity, and inclusivity; inquiry-based learning; outdoor education; literacy; design thinking; and leadership.

Teachers returned from their summer work ready to lead in their areas of study. Collaboration continues throughout the year. The fruits of faculty summer work are evident throughout the school.

Social-Emotional Learning

Faculty members Sabrina Bailly (2C) and librarian Ariana Hussain explored social-emotional learning through the Responsive Classroom approach, training in which many St. Patrick’s teachers have participated. Using Responsive Classroom practices, teachers, alongside students, establish a strong sense of community, an integral component in any homeroom or special-subject classroom for students to comfortably take risks and stretch to new heights academically and socially.

Equity, Diversity, and Inclusivity

Meanwhile, Marie Steiner (N2) attended the CARLE Institute in New York City along with other independent school educators.



Above: Nursery associate teacher Mendy Thaler spent several days this summer with educators from around the region at an environmental education course sponsored by the Chesapeake Bay Foundation. The group visited hard-to-reach bird nesting sites, like the wetlands habitat pictured here, which will no doubt enhance the work she does with her students exploring the world of birds.

(CARLE stands for Critical Analysis of Race in Learning and Education.) Starting from a historical framework of race in the United States, Marie explored pedagogical resources that she can put to use at St. Patrick's to aid in the development of identity work with her students and her colleagues. She returned ready to help support developmentally-appropriate discussions about race and racism in the classroom.

Inquiry-Based Learning

Adding to the large number of St. Patrick's faculty who have pursued Project Zero work, Ashley Doriss (K3), Victoria Gangotena (K2), Davina Chu (4C), and Grade 7 humanities teacher Tom Vorenberg studied with Project Zero at the Harvard Graduate School of Education, and Karen Clement (K2) and Chris Heim (2B) attended the local Project Zero organization, DCPZ, at the Washington International School Summer Institute for Teachers. Project Zero began with a mission to study and improve education in the arts. It has since expanded to include research in cognition, thinking, understanding, interdisciplinary education, and more. While at Harvard and locally in D.C., St. Patrick's faculty explored methodology to increase a deeper level of thinking and understanding in the content they teach.

Educational Technology

Head Librarian ReAnna Laney attended two workshops at the Edtech Teaching with Technology Summer Workshop series. At the first workshop entitled "Inquiry & Project-Based Learning: Integrating Technology to Support Meaningful Student Learning," ReAnna explored the elements of project-based learning and ways in which technology could support the development of strong driving questions and authentic resulting solutions. The second workshop, "Teaching History with Technology," focused on methods and resources to enhance the teaching of history to middle school students.

Outdoor Education

Nursery School teacher Mendy Thaler spent five days visiting nesting sites and studying environmental education with teachers at all grade levels with the Chesapeake Bay Foundation. The course in which she participated, "A Bird's Eye View of the Chesapeake," will enhance Mendy's annual bird studies. This year, as she embarks on the exploration of birds and nests, she will surely share with students about her experiences visiting with fuzzy pelican chicks in their nests.

Literacy Development

St. Patrick's was well-represented at the Institute for Multi-Sensory Education training last summer. Grade 1 learning specialists Nadia Smith and Anne Yockel, Elizabeth Allen (1C), Danielle Wade (2A), Grade 3 learning specialist Mary Beth James, and Upper School learning specialist Leah Corradi immersed themselves in a systematic approach to reading instruction using the Orton-Gillingham method. This method combines the auditory, kinesthetic, and visual learning pathways with the structure of the English language. Portions of the method, developed to support remediation in reading, can be used as one tool in a balanced literacy program to enhance the instruction of all readers.

Samantha Fletcher (K3) attended the Summer Institute on the Teaching of Reading in New Jersey. There she explored best practices in teaching Reading Workshop, a method developed at Columbia University's Teachers College. Reading Workshop, used widely throughout the Lower School as one component of our balanced literacy program, works to develop decoding,

(continued on page 40)

WOLFHOOUND WATCH

Included in this section are results from the fall 2016 soccer and cross country seasons. St. Patrick's competes in the Capital Athletic Conference (CAC), a group of six similarly-sized and configured schools in the metropolitan area.

Boys Varsity Soccer

Coach: Jeremy Hewes

Regular-Season Record: 5-4, Second Place

CAC Tournament: 1-1, Second Place

CAC All-Stars: Luca A., Michael S., Joseph M.

Season Highlight: First appearance in the CAC championship game.

Girls Varsity Soccer

Coach: Figadelfo Mendieta-Jara

Regular-Season Record: 7-1, First Place

CAC Tournament: 2-0, First Place

CAC All-Stars: Sofia B., Dorothy C., Halle J.

Season Highlight: Defeating Westminster in the championship game.

Boys Junior Varsity "Green" Soccer

Coach: Odingas Anyabuike

Regular-Season Record: 10-1, First Place

CAC Tournament: 2-0, First Place

Season Highlight: Winning CAC championship 5-1 over ICS.

Girls Junior Varsity "Green" Soccer

Coach: Joffre Arce

Regular-Season Record: 8-2, Second Place

CAC Tournament: 2-0, First Place

Season Highlight: Defeating Westminster in the championship game.



Above left: Grade 7 student Joseph M. heads toward the goal during a boys varsity soccer game against Sheridan in October. The Wolfhounds dominated the game, winning 6-0. **Above right:** Francesca C., Grade 7, shows off her footwork during a game against Sheridan in October, which the girls varsity team won in a shut-out, 8-0.



Boys Junior Varsity "White" Soccer

Coach: Hossein Rasouli

Regular-Season Record: 1-5

Season Highlight: 3-1 win over Jewish Primary Day School.

Girls Junior Varsity "White" Soccer

Coach: Ian Winstanley

Regular-Season Record: 1-4-2

Season Highlight: 3-0 win over Jewish Primary Day School.

Cross Country

Coaches: Ben Perkins and Shelby Smallbone

Season Highlight (Boys): Team first place at Congressional meet.

Season Highlight (Girls): Team second place at Norwood Invitational.

Photo top left: Grade 5 student Julian W. maintains control of the ball despite being surrounded by Langley players during a boys junior varsity Green Team game in October. The Wolfhounds won 6-0. **Photo top right:** The girls junior varsity Green Team defeated Langley 3-0 in early October, thanks to the contributions of players like Grade 5 student Charlotte S.. **Photo bottom left:** Grade 5 student Ryan J. keeps the ball out of the possession of her National Presbyterian School opponent during a girls junior varsity White Team game in late September, which the Wolfhounds ultimately lost. **Photo bottom right:** Grade 7 student Will B. is at the front of the pack as the October cross-country meet at Congressional began.



New faculty and staff are pictured above. **Front row, left to right:** Paul Lorenzo-Giguere, Annie Sandza Krut '97, Ariana Hussain, Taylor Heasley. **Second row, left to right:** Marlena Elmore, Kate Campbell. **Third row, left to right:** Caroline Mullaney, Whitney Ferguson. **Fourth row, left to right:** Alexandria Elkins, Jennifer Nachbar, Elizabeth Crowley. **Top row, left to right:** Rochelle Hargraves, Joffre Arce, Chris Bolger.

We Welcome the Faculty & Staff Class of 2016

Joffre Arce joined St. Patrick's full-time this year as a physical education teacher and coach, after stints as a long-term substitute in Kindergarten and PE and as the junior varsity soccer coach during the 2015-2016 school year. Joffre hails from Ecuador, where he taught English and psychology for eight years before relocating to the Washington, D.C. area. Since moving here, he has been a Spanish tutor and interpreter as well as a youth soccer coach. Joffre holds a bachelor's degree in psychology from the Escuela Politecnica in Quito and is completing a degree in applied psychology with a focus in education sciences through the distant studies program Universidad Tecnica Particular de Loja (UTPL) in Quito. Joffre and his wife, Tess, live in Silver Spring with their new baby girl, Sofia Isabella.

One of two new additions in the Development Office, **Chris Bolger** assumed the role of Development Associate this school year. Prior to this position, Chris spent most of the past decade as a paralegal in the field of immigration, where he also did *pro bono* work for Kids in Need of Defense to obtain asylum for unaccompanied children in the United States. Chris holds a bachelor's degree in business administration from the University of Mary Washington. He lives in the District with his partner, former Director of Communication Chris O'Shea.

Catherine Campbell came to St. Patrick's this year after nine years of teaching at public and public charter

schools in New York City and here in the District, most recently at Cesar Chavez Schools Parkside Middle School. She will be teaching Grades 5 and 6 science. Kate has presented at the National Science Teachers Association National Conference on incorporating experiments that align with Next Generation Science Standard science and engineering practices. She earned her bachelor's degree in chemistry from the University of Rochester and her master's degree in science education from the City University of New York. She lives in the District with her husband John.

Elizabeth Crowley began this summer as the new Director of Communication. Most recently,

Beth spent a decade as a media relations coordinator for the United States Senate Press Gallery. Before that, Beth was an editor at the *Wall Street Journal* and a reporter at *Congressional Quarterly*. Beth earned her undergraduate and master's degrees from Georgetown University law school. She lives in the District with her husband John McKinnon and two young children, Virginia and Conor.

Alexandria Elkins joined the Day School faculty this year as the 3C homeroom teacher. For the past four years, Ali taught preschool and Grades 1 and 2 at the Community School of Naples in Florida. She earned her bachelor's degree in sociology, psychology, and human development at Connecticut College, where she also played varsity ice hockey. Ali earned her master's degree in elementary general and special education at Hunter College. She lives in the District.

One of two new faculty members in the Grades 7 and 8 program, **Marlena Elmore** joined St. Patrick's this fall as the Grade 8 humanities teacher. For the previous three years, Marlena taught Advanced Placement human geography and middle school United States history and civics at the Canterbury School in Fort Myers, Florida. She has also taught courses

including humanities, geography, and psychology at Hillside High School in Durham, North Carolina, and the International School of Zug and Luzern in Switzerland. Marlena earned her bachelor's degree in American studies, with a specialization in race and ethnicity, from Williams College and her master of arts in teaching from Duke University. She lives in Arlington, Virginia.

Rochelle Hargraves began as the Day School's Assistant Head of School for Finance and Operations this summer after six years as the Chief Financial and Administrative Officer at the YWCA of the National Capital Area. Prior to that assignment, Rochelle spent close to a decade in association work, including assignments as controller at the Association of Fundraising Professionals and as vice president for finance and operations at the Health Industry Distributors Association. Born and raised in South Africa, Rochelle earned bachelor's degrees in commerce from the University of the Western Cape in Cape Town and the University of South Africa in Pretoria. She earned her master of business administration, with a major in finance, at American University and also has a diploma in accounting from Strayer University. She lives in Alexandria, Virginia with her husband Dirck and their children Taylor and Connor.

Taylor Heasley is the new assistant teacher in the N1 classroom with Angie Blake-Moore. An alumna of St. Stephen's & St. Agnes School, Taylor completed her undergraduate degree in early childhood education from Ohio Wesleyan University last spring. Taylor completed her student teaching at the Smithsonian Early Enrichment Center and has also presented to the Ohio Association for the Education of Young Children on the Reggio Emilia approach to early education, an approach that inspires our play-based Nursery School. She lives in Arlington, Virginia.

Librarian **Ariana Hussain** joined the Day School in September, having worked as a children's librarian since 2012 in the District of Columbia Public Library System. Ariana earned both her undergraduate and graduate degrees from the University of California, Los Angeles, the former a bachelor's degree in political science and history, with a minor in Middle Eastern and North African Studies, and the latter a master of library and information science. Among her professional activities is her work with the Asian Pacific American Library Association, where she has been a member-at-large on the Executive Board and co-chair of the Family Literacy Committee. She lives in Alexandria, Virginia with her husband Imad and their son Adam.

Annie Sandza Krut '97, Grades 7 and 8 learning specialist, brings to three the number of St. Patrick's alumni currently teaching at the Day School. (She joins Assistant Head of Upper School Amy Yount '77 and Grade 6 teacher Fenner Gibson, W'03.) Annie holds various instructional certifications including in special education, English, and biology, and her experience as a learning specialist includes both public and public charter school settings, the latter working with American Indian students in Nevada. Annie earned her bachelor's degree in Spanish at the University of Virginia and her master's degree in secondary education at George Washington University. She lives in the District with her husband Drew and their daughter Tessa.

Paul Lorenzo-Giguere became Head of Nursery School this summer. Most recently, Paul was lead teacher at the National Child Research Center (NCRC), where he also led NCRC's Faculty Evaluation Design Team and played a significant role in the recruitment process. That recent history, however, belies a long and varied career as an attorney both in private practice, focusing on admiralty and maritime law, and as counsel to the leadership of the Federal Maritime Commission. Paul holds a bachelor's degree from the Maine Maritime Academy, a J.D. from the University of New Hampshire, a master's degree in education from American University, and a master's degree in school leadership from the University of Pennsylvania. He lives in the District with his wife Susana and their children, Bella, Marco, and Matteo.

Former Assistant Director of International Admissions for Undergraduate Admissions at the University of Vermont **Caroline Mullaney** joined the Day School this summer as the Associate Director of Admission and Financial Aid. Prior to her position at UVM, Caroline was a program officer for the Bureau of Education and Cultural Affairs in the Cultural Heritage Center of the State Department. Caroline earned her bachelor's degree in art history, with a minor in anthropology and sociology, from Lafayette College, where she was an EXCEL Scholar and a Rothkopf Scholar, and she has remained active in Lafayette alumni and admission activities. She lives in the District with her husband Tim.

Jennifer Nachbar joined the Grade 5 team as the 5A homeroom and language arts teacher after 20 years at Our Lady of Mercy School in Potomac, where she taught a variety of subjects including language arts, social studies, religion, and French. Particularly relevant to St. Patrick's mission, Jenny led extensive service-learning work with her students at Our Lady of Mercy, experience that will surely benefit Day School students moving forward. She is a Phi Beta Kappa graduate of Earlham College, with a degree in philosophy and religion, and of the University of Bordeaux, with a degree in anthropology. Jenny also earned a master's degree in professional studies from Marymount University, with a focus on teaching tolerance through literature. She lives in the District with her husband John Makwalu and their children, Zac, Anna, and Esther.

Joining Akane Shirata in the PK2 classroom, **Whitney Ferguson** began this year as an assistant teacher. Prior to her appointment at St. Patrick's, Whitney was an early childhood teacher at KIPP DC's LEAP Academy, where she was a PreK-3 teacher and grade-level chair. Whitney earned her early childhood certification through the New Teacher Project and her bachelor's degree in psychology, with minors in Spanish and sociology, at Georgetown. She lives in Chevy Chase, Maryland with her husband Keegan.

Alumni parent **Lisa White** joined the Development Office team this summer in the role of Co-Director of Constituent Relations, though she is no stranger to the work of that office or, for that matter, to working at the Day School. From 2012 to 2014, Lisa was a Kindergarten assistant teacher, has worked in the Development Office during a staff member's maternity leave, and was the Co-Chair of the Auction to Benefit the Financial Aid Program in 2012. Prior to that work, Lisa had a successful career as a lobbyist and earned a bachelor's degree from Washington & Lee University. Lisa and her husband Rich are parents of Hannah W '15, Charlie ex. W '17, and Lee ex. W '18. They live in Chevy Chase, Maryland. Lisa shares constituent relations duties with Adelaide Barrett.

O'NEIL-CAREW FELLOW ANNIE MILLER BRINGS GHANA STUDY TO CLASSROOM

GRADE 4 TEACHER DAVINA CHU LEADS SERVICE PROJECT IN ZAMBIA



Above: Grade 1 teacher Annie Miller, recipient of the 2016-2017 O'Neil-Carew Fellowship for Excellence in Teaching, spent two weeks in Ghana this summer teaching six-year-old students there and expanding her knowledge of Ghanaian culture—experiences that will inform her teaching here at the Day School.

GRADE 1 TEACHER ANNIE MILLER TRAVELED TO GHANA FOR TWO WEEKS

this summer to deepen her study of Ghanaian culture and geography. Annie began studying Ghana when she explored African folktales with her Grade 1 students during her first spring teaching at St. Patrick's in 2010. Last year, Annie was awarded the O'Neil-Carew Fellowship for Excellence in Teaching, which enabled her to travel to the Volta region of Ghana with Cross-Cultural Solutions, an international organization that matches volunteers with community-based service work and helps them gain a better understanding of the communities in which they work. On her trip, Annie taught six-year-old students, visited a glass-bead factory, and spoke to traditional *kente* fabric weavers about Anansi, the spider who, in myth, taught people to weave. "Overall the trip gave me a more nuanced understanding of the country and culture," said Annie.

Annie proposed the trip after several years of teaching about African folktales, emphasizing the diversity of the continent, and then focusing specifically on one country, Ghana. Each year, Annie's folktale unit, focused on Anansi the tricky spider, has grown richer. Last year, Annie collaborated with music teacher Betsy Kipperman in support of the Grade 1 students, who wrote and performed a play called "Anansi and the Talking Melon," based on the Anansi folktales. As students practiced performing the story, retelling it in their own words to their parents, and repeating parts of it as a chorus, they learned about tempo, volume, dynamics, timbre, meter, texture, and rhythm.

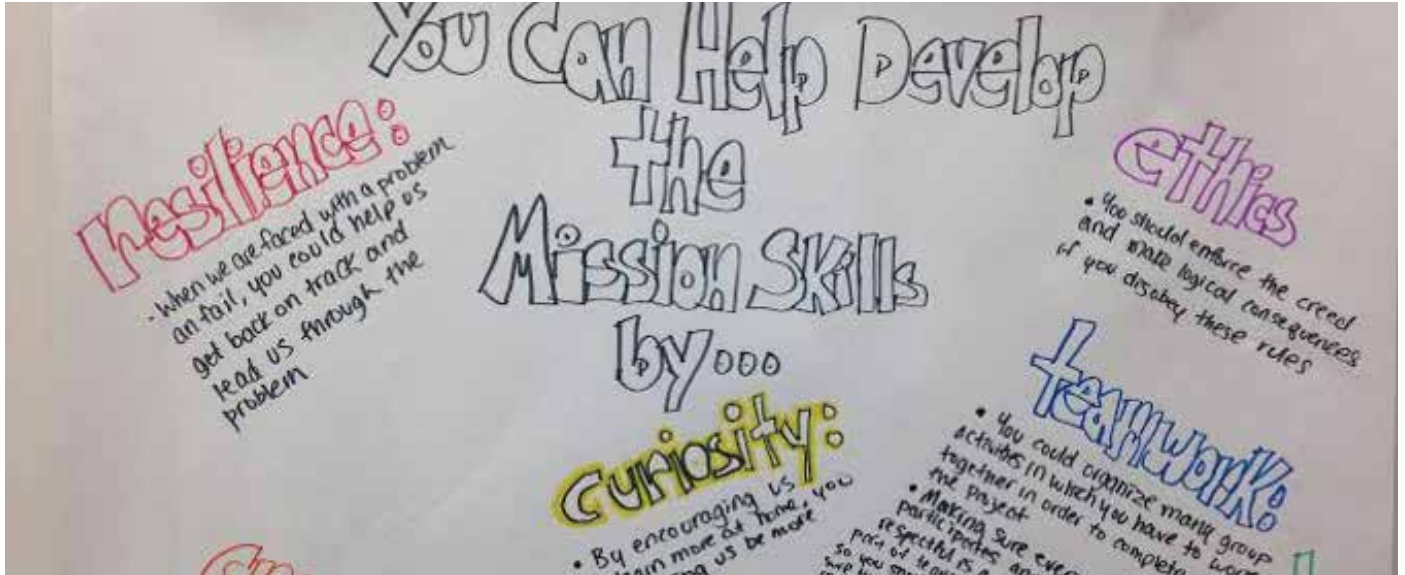
This trip was Annie's way of continuing to explore the region and the stories in order to support her students in their inquiry-driven study of Ghana and its folktales. Annie had done a lot of research in order

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WHILE GRADE 1 TEACHER ANNIE MILLER WAS IN GHANA ON THE WEST COAST OF AFRICA, HER COLLEAGUE DAVINA CHU (GRADE 4) WAS 2,500 MILES AWAY—HALFWAY ACROSS THE CONTINENT—IN CHINGOLA, ZAMBIA.

Davina led a trip with her church to the Lusungu Children's Home, her fourth year volunteering at the Christian home for children at risk. The home, founded by Bishop Caddie Ng'ambi and his wife, Rodah Ng'ambi, is a permanent home and refuge to about 35 children who are orphaned, abandoned, traumatized, or vulnerable because of their HIV/AIDS status or other factors. The ranks of children at Lusungu swell beyond 100 during the week that Davina and her group of between 25 and 32 adults who travel with the National Community Church, where Davina is a member. This annual visit is the only major Western volunteer group to visit the home. (continued on page 41)

St. Patrick's Faculty Deliver Presentation on Non-Cognitive Skills at NAES Conference



Above: As part of a project-based learning unit on non-cognitive skills, students brainstormed ways that faculty members could help develop these critical skills—curiosity, creativity, ethics, resilience, teamwork, and time management—in students. Two individuals at the forefront of this effort, Assistant Head of Upper School Rev. Amy Yount '77 and Spanish teacher Clara Cabezas, presented their findings at the National Association of Episcopal Schools Biennial Conference.

In November, two St. Patrick's faculty members presented at the National Association of Episcopal Schools Biennial Conference about their ongoing interdisciplinary work building six essential non-cognitive skills: curiosity, creativity, ethics, resilience, teamwork, and time management. They have taken a project-based approach, in Spanish and English, to encourage students to examine and expand these skills. The students themselves have discussed the importance of the skills, become experts, and served as consultants to adults in our school community. Assistant Head of Upper School Rev. Amy Yount '77 and Spanish teacher Clara Cabezas presented in New Orleans to attendees at the NAES Biennial, which attracts educators from among its nearly 1,200 Episcopal member-schools. Their talk was entitled "Exploring and Practicing Non-Cognitive Skills: A Project-Based Learning Approach." Below, we share highlights from the presentation.

St. Patrick's has been a leader in identifying the skills our students will need to succeed in a changing world. These non-cognitive skills—sometimes referred to as "21st-century skills," including resilience, empathy, creativity, and teamwork—are currently a significant focus for educators. Increasingly, schools are looking at ways to nurture these skills as studies have

shown that they are essential to success, both at school and in the workplace. Books such as Angela Duckworth's *Grit*, Carol Dweck's *Mindset*, and Paul Tough's *How Children Succeed* promote the importance of these skills. Similarly, schools are continually examining how we teach and incorporating more student-centered approaches to classroom learning. For several years, faculty at St. Patrick's have been engaged in professional development targeting a multiplicity of student-centered approaches to teaching—play-based learning, inquiry-based learning, and project-based learning, to name a few.

Our Driving Question

One such opportunity for professional development on project-based learning (PBL) inspired the two of us to combine a PBL approach with the study of non-cognitive skills in Grade 6. We posed the driving question to our students: "Why are so many people talking about non-cognitive skills and what should we do about these skills at St. Patrick's?" The following project has been an exploration of this question, first piloted with one section of the Grade 6 class in 2015-2016 and this year pursued by all three sections of Grade 6.

So What Are Non-Cognitive Skills Anyway?

Students were initially introduced to the importance of non-cognitive skills through a brief Let It Ripple film titled “The Science of Character” and were challenged to identify their “superpowers,” or strongest non-cognitive skill sets, and the superpowers of a family member. Learning these terms in both Spanish and English, they decorated shamrocks with their/their family member’s strengths and added to their repertoire of Spanish descriptors, expanding on lessons in describing people and explaining personal character traits in a second language. After reading more about non-cognitive skills and related research studies, students wrote persuasive paragraphs in English, arguing that we are born with these skills or develop them (nature vs. nurture) or a combination of both. They then had the opportunity to hear and discuss each other’s ideas. Their thoughtful responses included the following:

“I was born with non-cognitive skills, and I also developed non-cognitive skills from my environment. . . . For example, I have developed teamwork skills from environments such as soccer teams, Girls on the Run, and my ballet group.”

“I think that [non-cognitive skills] are like clay when we are born. They can be molded a bit. But it all depends on our environment and our experiences.”

“I believe that people are born with a set of non-cognitive skills and that they also develop more over time. However, this depends on their mindset. If they have a fixed mindset, it may be harder to gain more of these traits. . . . But if they have a growth mindset they may be able to go beyond what they had originally and add on some extra skills more easily.”

As one student also wrote, “This is the question scientists have been asking for centuries.” We recognized that our engagement with this topic in 2016 aligned us with philosophers and scientists across decades and centuries who have sought to identify the essential elements of a meaningful life. Our students ultimately came to consensus that, while we may be born with certain predispositions to particular non-cognitive skills or character traits, given a nurturing environment, we are able to further develop these skills in our lives and help those around us to strengthen their skills as well.

If We Can Learn Them, How Can We Foster Them?

We then narrowed our study to six key non-cognitive skills known as “mission skills” by schools like St. Patrick’s that participate in the Mission Skills Assessment—an anonymous survey given to students in Grades 6 through 8 that seeks to measure six particular non-cognitive skills: curiosity, creativity, ethics, resilience, teamwork, and time management. Students put their ongoing curiosity



Above: Assistant Head of Upper School Amy Yount joined Spanish teacher Clara Cabezas in presenting on non-cognitive skills at the National Association of Episcopal Schools Biennial Conference in New Orleans in November.

into action by serving as consultants; they interviewed adults in the community to learn which of these six skills they considered their “superpowers” and which their “growing edges.” The students subsequently worked in teams to design ways to nurture one of the adult’s weaker skills and, ultimately, drafted a thoughtful letter to that adult with their suggestions. We were moved by both their empathy and their creativity in their responses. Most exciting was one student’s first response to his adult interviewee: “Well, first off, she needs to begin with a growth mindset!”

One example is this letter, drafted by several students in Grade 6:

Dear Mr. Gibson,

Thank you for for letting us interview you. We especially appreciated hearing your strengths and your weaknesses. We talked about how to strengthen your creativity and time-management skills. Here are some suggestions we would like to offer:

Time-Management Ideas

- *Set a goal for the amount of work you need to finish that day and check it off when you complete it.*
- *Time yourself to make sure you aren’t spending too much time on one project.*
- *Set computer/phone reminders to remind you to do your work.*

Creativity Ideas

- *Read books to give you inspiration and exercise the creative part of your brain.*

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LOVE OF TEACHING AWARD IN HONOR OF MARK HUMPHREYS

Shelly Basile

FORMER UPPER SCHOOL
SCIENCE TEACHER

Eight years ago, a group of parents created a fund to honor then-Grade 3 teacher Mark Humphreys. This fund provides a new recipient each year with a stipend to augment his/her individual class's instructional program or personal professional development opportunities during that year.

EACH YEAR, WE INVITE NOMINATIONS OF

potential honorees for the Love of Teaching Award from members of the faculty and staff for consideration by the Division Heads, who in turn make a recommendation to the Head of School. To recognize the recipient further, an anonymous donor purchased and donated to the Day School a wooden captain's chair with the St. Patrick's logo. The chair is given to the honored educator for the year for use in her/his classroom or office.

Here are the qualities we set forth for nominees for the Love of Teaching Award: a dedication and determination to help each child develop to his/her fullest potential; a clear sense of teaching as a craft at which the nominee always strives to get better; a determination and willingness to find what works for each student; an understanding of the importance of collaboration with colleagues; and, the conviction that the best students s/he has ever taught are those who are currently in his/her class.



Above: Head of School Peter A. Barrett (left) with Love of Teaching Award winner Shelly Basile (second from left), her husband Dom, and Shelly's longtime colleague, science teacher Martha Estroff.

Faculty and staff who are nominating someone for the Love of Teaching Award write a brief statement about the ways in which the candidate displays those qualities. This year's honoree, said one colleague, "sets an extraordinary example for her students and colleagues to be curious about the world and to answer this curiosity through a pursuit of lifelong learning. . . . [Her] depth of knowledge enables her to run with her inspirations and conduct on-the-spot lessons to meet the interests of her students. . . . Her enthusiasm for learning is contagious."

That colleague continued, "Not only does [she] devote her energy to her students in class, but she is a mentor to them outside of class time. She holds study groups, leads advisory, does morning check-ins with students, and demonstrates every day that she sees them, knows them, and cares about their lives."

"I first met [this year's honoree] in 2000, [not long] after I began teaching at St. Patrick's," said another colleague. "I have watched as she continued to be the thoughtful and intelligent individual who

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JEFF KEFFER SERVICE AWARD

Anne Yockel

LOWER SCHOOL
RESOURCE TEACHER

As a nursery, elementary, and middle school, St. Patrick's recognizes that the parents of the young people we teach will be close, and we benefit in so many ways from their presence.

HOW FORTUNATE WE WERE TO HAVE JEFF KEFFER

be one of those parents, an individual for whom service to the ever-widening communities of which he was a part—and to this St. Patrick's community that he loved so much—was essential! Service is an expression of gratitude, optimism, devotion, and determination; it is a way of life. Jeff Keffer lived his life in that way, without ever seeking any personal recognition.

Jeff and Elizabeth Keffer arrived at St. Patrick's in the fall of 1998, when May Keffer started as a Nursery student. May's sister Abby and brother Griffin followed and all three graduated from St. Patrick's. Along the way, Jeff was a constant, vital presence. A superb father to his three children, Jeff was also a gifted, selfless volunteer, before, during, and well beyond his years as a Trustee. He brought thoughtfulness and care to his efforts to make St. Patrick's an ever better place.

Jeff Keffer was an individual who clearly understood that each of us must work to make human institutions, relationships, and situations better than they were when we arrived. We remember, and honor, this man by acknowledging a member of the St. Patrick's faculty and staff who reflects his service. For the past four years,



Above: Head of School Peter A. Barrett (left) with Jeff Keffer Service Award winner Anne Yockel (center), her daughters Libby ex. W '09 (second from left), Mary Rose W '12, M '14, (third from left), and Courtney W '15, M '17, and husband Dave (right).

we've identified a member of the faculty or staff who exhibits the same commitment to the Day School, dedication to the quality of the experience of the young people who animate this place, and yearning for excellence that shaped Jeff's life and service to St. Patrick's.

This morning, we announce the fifth recipient of the Jeff Keffer Service Award, which includes a \$5,000 stipend supported by the Jeffrey M. Keffer Endowment. Our determination this morning, in honoring this year's recipient, is to honor the kind of quiet leadership in service to others that Jeff exhibited. As I remarked earlier: "Service is an expression of gratitude, optimism, devotion, and determination; it is a way of life. Jeff Keffer lived his life in that way, without ever seeking any personal recognition." We could make that same assertion about this year's recipient.

This individual embodies a life of service marked by humility and patience. She is a force for good with her colleagues, a gifted and creative teacher, a patient mentor to hundreds of students in her 20 years at St. Patrick's, a longtime volunteer at her church—quite

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□

REMARKS UPON RETIREMENT

Nancy White

RETIRED
HEAD OF NURSERY SCHOOL

Thank you for joining us this evening to celebrate—and to send on her way—a most remarkable educator, colleague, and friend, Nancy White. As most of you know, Nancy has been with us for 20 years, 10 of them as Head of the Nursery School.

IN WRITING TO THE COMMUNITY ABOUT NANCY'S retirement, I have claimed that she was hired those 20 years ago to become the Nursery associate teacher. Someone with a sharper sense of accuracy, or of honesty, than I has reminded me that Nancy was appointed to what was at that time a new position with the inelegant or maybe clumsy or just plain humble title of “Nursery floater.” Our hope then was to find someone just to “help out” in our Nursery School classrooms in order to give teachers some sorely-needed planning time.

As that individual noted, it didn’t take long for us to figure out that in hiring Nancy we gained a resource that far exceeded our initial vision and job description. Soon, teachers began to speak of a new and helpful level of “cross-fertilization”: Moving from classroom to classroom, Nancy carried creative ideas and effective solutions to problems from one setting to the next, suggesting gently when and where appropriate.

By the time that Nancy succeeded Julia Berry as Head of Nursery School a decade later, she had transformed that



Above: Head of School Peter A. Barrett delivers remarks in honor of retiring Head of Nursery School Nancy White at a reception in her honor in May.

position of Nursery floater into the *de facto* Assistant Head of Nursery School, become an indispensable member of the Nursery School faculty, and demonstrated her leadership in so many different ways.

Of course, coming to understand Nancy White through the official roles or titles that she has assumed here—Nursery floater, associate teacher, Head of Nursery School—ignores the essence of her contribution to this place. Her influence, her power, if you will, stems not from any position she has held, but from the characteristics she brings to everything that she does . . . everything that she touches.

Many of her colleagues have noted the quality and depth of her relationships with the parents of the children in the Nursery School, and long after those children are gone from the Nursery School. As one observed, she is particularly skilled in helping parents confront the many issues they face in the early years and in their children’s first-school experiences. There is a warmth, there is a wisdom, that she brings to those conversations, either formally through her

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Be a Part of the American Project

GRADE 8 GRADUATION



Above: Graduating "lifers," students who have attended St. Patrick's since Nursery School. **Front row, from left to right:** William W., Katherine P., Alexander K., Conor S., Dennis P.. **Middle row, from left to right:** Helen W., AnnaLena H., Nina M., Welles M., Bora H., Margaret G.. **Back row, left to right:** Ludovico F., Laila B., Riley A., Eden J., Cian M.

St. Patrick's was honored to welcome Pulitzer Prize-winner David Leonhardt, currently an Op-Ed columnist for the *New York Times*, as the 2016 Grade 8 graduation speaker.

Mr. Leonhardt has served in a number of roles at the *Times*, including as managing editor of its politics and policy website *The Upshot*, as Washington bureau chief, and as an economics columnist.

Thank you for that nice and generous introduction, Sonia. I learned before the ceremony that Sonia will be attending the same high school my mom did, more than 50 years ago. And thank you, Class of 2016, for letting me join you on your big night.

I've gotten to know a few St. Patrick's families over the eight years that my family and I have lived in Washington, and they are among the most impressive people I have met here. And not impressive in a showy way. They are

warm and intellectually serious and fundamentally decent. Families like the Bennets and the Sectors and the Bradleys and others.

My wife recently got to know a St. Patrick's family but didn't initially know they were a St. Patrick's family. We were impressed by all of them—the parents and the kid. And when my wife learned they went here, she said to me, "Well, that makes sense—of course they're a St. Patrick's family."

I suspect you all know how fortunate you are to be a part of this community. I am grateful for the chance to be part of it tonight.

One of the most common sins in journalism is known as burying the lead—that is, waiting too long to get to your main point. So let me not bury it any further: Congratulations, graduates.

You have real reason for pride tonight. Yes, you still have other, bigger graduations ahead, but this is a significant milestone.



Above: *New York Times* columnist David Leonhardt offered remarks at the Grade 8 Graduation Ceremony.

Now that you are finished with middle school, I can let you in on a secret: Many adults consider their middle-school years to be among the most difficult of their lives. They are years of change, and change tends to be hard. (Keep that in mind if the first few weeks of high school turn out to be more difficult than you expect.)

In middle school, your school's expectations of you change. Your relationships with your friends often change. Your relationship with your parents changes. You change.

I have my own awkward memory not just of middle school but of this very night—eighth-grade graduation, almost exactly 30 years ago to the day. For our ceremony, the school decided that the graduates would serenade our families with the song, “Love Lift Us Up Where We Belong”—which doesn’t hold a candle to “What a Wonderful World.”

Our song was a 1980s not-so-classic that you can find on YouTube if you want a laugh. And to praise St. Patrick's for something else, I noticed the students' singing tonight was voluntary. At my school, it was mandatory. I was part of a group of boys that had no interest in singing this song, let alone in public, and so we made sure to get seats in the last row of graduates, where we figured we would be hidden.

Unfortunately, we were not smart enough to realize that we would be seated in front of our parents and so we'd be turning around to face them while we sang. Which meant the last row of seats became the front row. And my main memory of eighth-grade graduation is being watched by hundreds of people while singing “Love lift us up where we belong/Where the eagles cry/On a mountain high.”



Middle school is over.
You survived. In fact,
you did much more than
that, based on what I've
heard about this class
and from what I can see.
You have learned how to
learn. Maybe even more
important, you have
made relationships that
will last your entire life.



I hope you have found middle school to be easier than I and many other adults did. But either way, you can celebrate tonight: Middle school is over. You survived. In fact, you did much more than that, based on what I've heard about this class and from what I can see. You have learned how to learn. Maybe even more important, you have made relationships here that will last

your entire life. You are surrounded tonight by people who will comfort you in the hardest times of your life and will celebrate with you during your greatest joys. You will travel through life with some of the people you are sitting with tonight.

Now it's on to high school and the world beyond St. Patrick's. Before we get to that, I want to linger for a moment on the fact that you have learned how to learn while here.

I would like to recognize two other groups, in addition to the graduates. The first is your parents. Please join me in honoring them.

Now, I would like to borrow a tradition from another school I know and ask every member of the St. Patrick's faculty and staff here tonight—every teacher, administrator, and staff member—to stand up.

Along with the graduates themselves and their families, this is also a time for pride from the people who devote their working lives to this school. And it's a time for the rest of us to say thank you to them. I was lucky enough to attend the retirement party for one of my own high-school teachers this week. I expect you too will remember some of your teachers here for the rest of your lives.

As for the world beyond St. Patrick's—it certainly has its problems, serious problems. We are only four days removed from the worst mass shooting in American history, a horrific act of hate. Though the two are not connected, we are also in the midst of a presidential election unlike any other in my lifetime, filled with dissatisfaction and even nastiness. St. Patrick's asked me to offer a short reflection on the campaign tonight.

Whatever your politics, the central story in this campaign is the widespread anger



Above, left: Katherine P. (left) and Helen W. (right) enjoy their last moments as St. Patrick's students before the Graduation Ceremony in June. **Above, right:** Spirits are high after Will R. (left) and Bora H. (right) received their diplomas. Per tradition, Grade 8 graduates enjoyed a traditional Graduation Dinner with family and faculty and staff the day before the Graduation Ceremony in June.

and frustration that many Americans feel. People are angry in part because many of them haven't received much of a pay raise in more than 15 years—your entire lifetimes. They feel stuck. Polls show they have lost faith in virtually every major institution in American life, both traditionally conservative and traditionally liberal institutions. Banks and labor unions. Organized religion and the media.

This frustration is the dominant force in American politics. It is part of the reason that Congress has seesawed between Democratic and Republican control over the last decade.

And the frustration probably isn't going away anytime soon. It stems from forces beyond the control of any one president—technological change, globalization, an education system that doesn't work nearly as well for most people as it has worked for me and is working for you.

I imagine this is the first presidential campaign many of you are following in any detail—it's also the last one in which most of you will not be able to vote—and it's easy to look at everything going on and conclude that you are entering a deeply troubled society. In fact, when pollsters ask Americans about

the state of society, most of them say it is troubled.

I do not in any way want to minimize our problems. They're real, and I hope many of you will choose to devote part of your lives to addressing them. But I do want to offer a bit of perspective—and optimism.

The society you are part of and are entering as soon-to-be-adults is one of the healthiest, most affluent, best-functioning societies that has existed in human history. Really.



Photo left: Emma B. (left) and Margaret G. process out of the Nave at the conclusion of the Grade 8 Graduation Ceremony in June. This year's class was the 14th to graduate from St. Patrick's Grades 7 and 8 Program, which opened its doors in 2001. While Grade 6 students long celebrated with their own Graduation Ceremony, the Day School began marking this occasion with a Promotion Ceremony this year.

It is true that our politics today are nasty and coarse and, in some respects, frightening. But there is nothing new about nastiness in American politics. As any fan of *Hamilton* knows, we once had a Vice President who killed a former Treasury Secretary in a duel.

By almost any measure, we live in a better world than we ever have. The number of people killed by violence, of any kind, has plunged over the last century, to the lowest level ever recorded, as the psychologist Steven Pinker has noted. Around the world, global poverty has also plunged. Economic progress has been harder to come by in this country, as I mentioned, but we are much more affluent than most of the world—and much more affluent than we were even a generation ago.

To many people, the most worrisome aspect of recent events—including the campaign—is the sense that Americans are being divided in new and harmful ways. By race. By ethnicity. By religion. And those worries are legitimate.

Again, though, these are not new problems. And we have surely taken more steps forward than backward—on racism, on sexism, on religious tolerance, on discrimination based on sexual orientation.

My grandfather Rene had to flee the Nazis. My father, Robert, suffered through some harsh anti-Semitism as a child. I have experienced virtually none.

As President Obama recently put it: “I always tell young people, in particular,

□

Be optimistic without
being complacent.
Assume that the society
you are entering can
get better but don't
automatically assume
it will get better. . . . I
will encourage you to
be a part of the larger
American project that
attempts to build a
better society and better
life for the most people.
Our long history offers
reason for optimism.

□

do not say that nothing has changed when it comes to race in America, unless you've lived through being a black man in the 1950s or '60s or '70s. It is incontrovertible that race relations have improved significantly during my lifetime and yours, and that opportunities have opened up and that attitudes have changed. That is a fact.”

How, then, do we make sense of these contradictions: of the fact that we are living through hard times in many ways—including a presidential campaign that has demeaned one group of Americans after another, at various points—and yet the fact that we should not be nostalgic for a better past that never actually existed? Here's how I would encourage you to make sense of it: Be optimistic without being complacent. Assume that the society you are entering can get better but don't assume it automatically will get better.

The central reason that life has gotten better is that people have fought to make it better. They have fought against practices that once kept Irish Americans and Mexican Americans and Asian Americans from getting jobs, that kept African Americans and women from voting, that kept disabled Americans from entering public buildings. They have fought to ensure that capitalism—which remains the best economic system ever devised—spreads its bounty not just to the few but to the many.

I will not presume to offer you advice about what kind of interests you should pursue in high school, in college, and beyond. In fact, the one piece of advice I will offer is that you should pursue your own interests, above all. Not anyone else's. Not even your parents'.

But I will encourage you to be a part of the larger American project, with its roots in the Enlightenment, that attempts to build a better society and better life for the most people. Our long history offers reason for optimism. Our recent history makes clear how much progress we still need to make.

In a way, this project isn't just the American project. It's the St. Patrick's project—it's what this place has prepared you for. If I may paraphrase from your mission, the school has prepared you to live with integrity, compassion, and purpose, to ensure our society recognizes the infinite value of every person as a child of God.

Thank you again for letting me share this night with you. And congratulations on a job very well done.

Goodbye, for Now

GRADE 8 TRIBUTES



Above: Classmates and friends Sonia H. (left), Riley A. (center), and Emma B. enjoy a quiet moment in the Courtyard before the excitement of the Grade 8 Graduation Dinner begins.

In a Grade 8 Graduation Dinner tradition, each graduate is honored with a tribute to his/her “infinite value,” as we say in our Mission Statement. This year, graduating Grade 8 students reflected upon their time at St. Patrick’s—and specifically how each had changed here—and wrote their own tributes. They composed in a variety of genres, including poems, descriptive essays, and interviews. What follows are edited versions of those reflections, our effort to share with you the esteem in which we hold each member of this special class and each student’s immeasurable value to the St. Patrick’s community.

RILEY A. I remember reading the *Percy Jackson and the Olympians* series in second grade. Like Percy Jackson, I was not afraid of monsters. I still read all of the time. You can ask anyone. In fact, I am often told that I read too much. I disagree. While Percy Jackson, with the help of his friends, defeats Kronos and saves the world, I have not saved the world . . . yet. But in the last year something did happen. I decided that it was time to try and fix my problem of hiding from things. My friends, family, and—big surprise here—books had a large role in this. My books helped me to put my needs before others' wants. I now consider more and more people friends. And while I still read a lot during recess and almost always have a book—or three—on hand, now I actively talk to people as much as I can. And while it took me a while to realize it, slowly I have become more independent and have re-opened myself to the people around me. I have discovered that I am my own character. While I will always miss the past, I am excited to start the next chapter in the book that is my life.

EMMA B. While I loved my academics here, the magic of St. Patrick's wasn't just doing science experiments or writing papers or making discoveries while working on my Capstone Project. The real magic was always the people here. In the school

song we talk about the light of St. Patrick's, and now I understand that the light of St. Patrick's is the magic that's here—in the people, the love of learning, and our daily moments of joy. I feel more at ease as I graduate because I understand that even though I am leaving St. Patrick's I will carry this light with me.

LAILA B. At St. Patrick's, I felt supported by the community even when I was not in the community. I had always thought of soccer as something completely different from school, but then I noticed that on my soccer team I could build similar relationships that I have with my classmates and teachers here. I will support my teammates, and I can count on them supporting me. That is how St. Patrick's works, and that is what it has taught me. We complement and support each other, student or teacher, with the big and little things.

CHARLES C. I came to St. Patrick's in fifth grade when many things were new to me: the dress code, letter grades, and detention. One of the first things I really liked about St. Patrick's was how everyone seemed to be friends because of the small class size. Now I can barely even remember feeling new to St. Patrick's, even though it was only four years ago. I have learned a lot at St. Patrick's and will always remember it as an awesome place. I want to thank my teachers for helping

me overcome difficulties and accomplish my goals. I would also like to thank my parents for being so supportive. Finally, I would like to thank my friends. You make this place awesome.

JESSE F. I joined the St. Patrick's basketball team because just about all of my friends would be on the team. We all got the chance to play together when we were told there would be no cuts. Then, when we played our first game of the season and won, I had a sense of accomplishment and exuberance I hadn't experienced before. At St. Patrick's I went from being a shy, solemn boy who kept quiet all day long, to a more open, thriving, and confident young man. I like to think that this change culminated when we beat our rivals, Langley, in basketball. I have enjoyed playing soccer and basketball at St. Patrick's and meeting lots of classmates that I can now call my friends. As I prepare to begin the next chapter, I will bring academic knowledge and, more importantly to me, friendships and memories that will stay with me forever.

LUDO F. Once I was sent to Ms. Adams' office for being disrespectful. I did not understand what I had done wrong, and I argued with Ms. Adams until she decided to call my parents. I felt that everything inside my body started to sink, and I sat motionless. What was

going wrong? At some point in our very long conversation, I realized why I was upset. We were not communicating. I was not listening to Ms. Adams. I was not solving the problem. I was just repeating the same line. These days I am ready to listen. I can have a more respectful conversation about what we need to fix. Today I feel like I can sit and listen and help solve the problem instead of being the problem. This does not mean I always agree or change my mind. But I have learned how to listen, express my views appropriately, and solve problems.

MARGARET G. In seventh grade, we all went ice skating. The moment I stepped onto the ice, I fell flat. While everyone around me was doing spins and racing each other, I was struggling to stand up. I even managed to slip while holding onto the wall. At one point I just sat on the ice for a few minutes because I couldn't stand back up. Sitting on the ice got really cold, and I felt defeated. Gravity was not my friend that day. But who were my friends? People like Nina and Helen were there to help pick me back up every time I fell (which was many, many times), laughing constantly. By the end of the ice skating adventures, I could stand up and skate leaning against a friend. When I leave I will always remember them and all the people who picked me up when I fell.



Above, left: Emma M. (left) and Margaret G. celebrate at the reception following June's Grade 8 Graduation Ceremony. **Above, right:** Then-Board Chair Patrick Steel (left) and Head of School Peter A. Barrett took photos with each member of the graduating Grade 8 class to commemorate their accomplishments. They are pictured here with graduate Selim G.

NINA G. The first time I saw St. Patrick's it was humongous and the people were very friendly. Lunch was delicious; I had a turkey sandwich, so I knew I was going to love the school. Now, the school is a little bit smaller, and the lunch is getting a little bit boring, but most of the people have stayed friendly, maybe even gotten a little friendlier. I have changed a lot. Now, I am much steadier in my seat and on my feet. I fall less often and, if I do, I know that I can pick myself back up. Moving ahead, I will no longer hear Mr. Barrett's greeting as he opens the car door nor be in this caring place. However, I learned to balance an ever-changing schedule, stay in my seat, and ask tall people for help, so I am sure I will be just fine.

SELIM G. At St. Patrick's, I followed my two passions—sports and art. I discovered art in sixth grade through a year-long project with Ms. Lee. This project motivated me to continue, because with art, I could finally be myself without people yelling at me and saying, "That's not how you do it!" Sports brought us together when we needed each other the most. However much it rained, our soccer coach didn't stop practice. We kept going. Art allows me to express my individuality and do what I love without peer pressure or a time limit. Sports are means for me and my friends to bond. When I move on to high school, I will bring these interests, which I developed and practiced here at St. Patrick's.

BORA H. I remember my first day of school like it was yesterday. When I got out of the car and walked into the school, I instantly felt the warmth and happiness of the community, the way the teachers greeted me, and how my classmates treated me kindly. At the time, I had no idea I was walking into a place where I would spend the next 10 years of my life that would shape me into the person I am today. Like when I was young, I hated nap time so much. Nowadays if we had nap time in eighth grade, I definitely would not complain. I could go on all night about my memories, but I know that all of you have somewhere to go, so in conclusion, I would like to thank everyone that has helped in my journey—you are the real MVPs.

SONIA H. Within my first two years at St. Patrick's, my interest in equal rights and diversity was ignited, helping me to accept my Latin culture rather than push it away. After being teased, I became sick of disliking the fact that I was different. I accepted my differences and presented them in a positive way. These new experiences and my newfound sense of identity helped me become even less quiet; quiet wasn't always going to work. My mistakes, my achievements, and the risks that I took along the way have shaped me into the person I am today. I am grateful. I am still quiet, but now it is a choice, no longer a barrier, and I know that when I speak, I have something to say.



Above, left: Soon-to-be alumnae Olivia L. (left) and Maddie R. (right) appear at the reception before the Grade 8 Graduation Dinner. **Above, right:** Then-Board Chair Patrick Steel (left) and Head of School Peter A. Barrett with the graduating Conor S., Patrick's son.

ANNALENA H. In fourth grade, we did the Recitation Contest. Everyone in the class had to come up to the front of the classroom and recite a piece. I was overwhelmed and couldn't even get a few words out before I started crying. Four years later, I wrote a seven-page paper about how fashion and the Civil Rights Movement converged and then held a fashion show for 20 minutes in a room full of students, teachers, and parents. St. Patrick's has given me so many opportunities and experiences and friendships that I never will forget. My experience at St. Patrick's has shaped who I am today and made me stronger and more confident in everything I do. I hope my new school is as warm and caring and friendly as St. Patrick's.

EDEN J. I stand on the block waiting for that loud buzzer to tell me to dive in. My heart is racing. This feeling reminds me of my first day of eighth grade. I was nervous about capstone; I was nervous about outplacement; and, I was nervous about what would happen if I didn't do well. But because I have been practicing for this race every day since fourth grade, I know exactly what to do. I can hear my team and parents supporting me—like they have been my whole life. They fill me with that extra boost. I know that I can make it. I have done it, and it went by so fast. And then, I finally hit the wall. The race is over. I can't believe it. On to my next race, I guess.

ALEXANDER K. I remember in fourth grade when I

thought that it was so cool to be in the Upper School, but then I realized that being in the Upper School just meant dress code and less recess. I thought that eighth grade would be fast, but actually it took quite a long time. I remember thinking about graduation and just brushing it off as something unimportant, but now after reflecting on my time here and thinking about all the memories, I realize how much I have changed and how much St. Patrick's means to me. I stand here proud of myself, proud of my classmates, and excited about the future. And, this, I am not wrong about.

OLIVIA L. I trace my academics at St. Patrick's through the projects I am the most proud of over these past five years: My fourth

grade handmade Lewis and Clark journal, the Venomous Unicorn Sea Squirrel fictional sea creature that we "discovered" in fifth grade, earning my shield studying Greek and Roman Gods in sixth grade, and my seventh-grade science fair project on how the temperature of the water affects the quality of an underwater photo. (That was inspired by my Dad who sometimes brings his huge underwater camera with us on summer vacation.) Capstone was our longest and most complicated project. I have grown from writing small entries in our Lewis and Clark journals to writing ten pages about a topic that I had to research over the summer and in school, then creating my own project and finally presenting to classmates. I have really enjoyed getting to



Top photo: Then-Grade 8 students Dennis P. (left) and Jesse F. reminisce during the reception before the Grade 8 Graduation Dinner. **Bottom photo:** Alexander K. takes a commemorative photo with then-Board Chair Patrick Steel (left) and Head of School Peter A. Barrett.

be a part of the St. Patrick's community and am glad that I was able to attend this school to help prepare me for the journey ahead.

EMMA M. I still remember my very first day of Kindergarten with the K3 Bumble Bees. I was small and afraid. But I held my head up high, took a few deep breaths, and walked straight in. Over these past, memorable nine years at St. Patrick's, I have taught myself how to deal with the fear of failure. The answer is to simply look at the greater picture. I have learned that the greater picture is saying your mistakes put you one step closer to success and fear is just one, minor, speed bump standing in your way. Just as I had on the first day of Kindergarten, and just as I had on a disappointing day in fourth grade, I have learned that failure is not necessarily a "bad thing." Because in order to succeed you must know how to pick yourself back up again when you have hit the ground, which will always take time and strength but is never impossible.

I'm **COLIN M.** You may also know me as "the dude with the long blond hair." For as long as I can remember I have had it. In third grade, when I came to this school, a future good friend asked me the first time I met him, "Why do you look like a girl?" In fifth grade, I heard leading questions like, "Why don't you just shave it off?" or other

questions like, "How long does it take you to wash your hair?" I would chuckle and say, "Nah, I'm good" or "Not long." In seventh grade, my friends started making jokes. Today, I laugh because I have learned to stay confident. Many of these jokes are also signs of friendship and affection. When I think I should just cut it, I remember Crosby, Stills, Nash, & Young's lyrics, "Almost cut my hair, it happened just the other day./It's getting' kinda long, I coulda said it wasn't in my way./ But I didn't and I wonder why,/ I feel like letting my freak flag fly."

CIAN M. Our academics got tougher in first and second, and by third grade we were writing what felt like full essays about books, and what our hopes and dreams were. In sixth grade, we had our best history class with Mr. Lanphier, and that year I learned a lot of great things. In seventh grade, I changed as a person, and I felt all of us changed as a grade. We became better at many things, like solving problems in algebra, or drafting an essay, or even working together like on our soccer team or in science labs. As eighth graders, we tried to lead by example and grow from our seventh-grade year. In eighth grade, we became the oldest in the school. Since some of us had been here our whole life, it was hard to believe that we had finally made it to the top. Looking back, I cannot



Top photo: Graduate Ludo F., who began St. Patrick's in Nursery School but now is nearly as tall as Head of School Peter A. Barrett (right), stands for the traditional photo with the Board Chair. **Bottom photo:** Theo S. (left) and Cian M. give the Grade 8 Graduation Dinner the serious consideration it deserves!

separate my identity from St. Patrick's. But I will be leaving happy that I knew every one of my classmates at St. Patrick's.

WELLES M. Standing here today, my ride down my St. Patrick's hill looks different. You're at your fastest right before you get to the bottom, but you also know how to handle the bumps; you know how to move your board; and, you have a certain confidence that is both dangerous and thrilling. In seventh and eighth grades I had a bunch of close calls but lots of fun too: the capstone project, the Atlanta trip, playing four square at recess. As I rode down the St. Patrick's hill, if I did fall off the board, I learned to pick myself up and get back on again. As I look back up, I notice that the hill does not look as menacing as before. In fact, it seems kind of small from the bottom. But, what a ride!

NINA M. Back in Nursery, Laila and I were pretty good friends, but in different classes. The next year, Laila was still not in my class, and I became friends with Honor. In second grade, Aisha joined my friend circle. In fifth grade, a new member—Nina Greene—joined some of the older members, including Eden and Anna. Last summer, I went to a concert with Margaret. We screamed so much at that concert when we finally got in the car our throats were dry and sore.

Throughout my years here at St. Patrick's, I've made many friends. These simple moments together shape our time here. I am so grateful for my memories and my friends.

DENNIS P. Although I have made lots of mistakes here—some innocent and some not so innocent—I have also learned from them. Here are some of the lessons I've learned: First, let teachers help you, no matter how much you disagree with them, because their ultimate goal is to make you a better student. Second, never wait until the last minute to get something done. (In other words, it is okay to clean your desk before the end of the year.) Third, be open to different ideas and ways of doing things that could possibly work for your paper, or project, or situation. Essentially, you need to listen to others. Fourth, always set goals and know where you want to end. Last, but not least, I have learned that when you are in trouble, whether it's a messy desk or something more permanent, you should apologize and acknowledge your mistake and then try your best to fix it.

KATHERINE P. We were waiting to begin the talent show—a moment I had been waiting for—um, panicked about—all week. I was in a singing group with Laila, Maddie, Eden, and Emma. My palms were sweaty, knees weak. I didn't feel ready for the first event that we composed,



Top photo: Charles C. (left) and Welles M. await the beginning of the Grade 8 Graduation Ceremony. **Bottom photo:** Colin M. (left) and William W. enjoy refreshments with their classmates and family after the Graduation Ceremony.

practiced, and presented all on our own. We got into positions. We were all very tense, but excited. Laila took a deep breath and sang the opening notes. From there, everything clicked. Her voice set us in motion, and I knew that this was going to be fun. As we all joined in, everyone in the group exchanged glances validating our success. When my solo came around, I heard myself sing the tune perfectly. When I finished, I felt happy. Singing that performance made me realize that I didn't need to reach perfection to be happy with myself. During that performance last year, I enjoyed laughing with my friends a lot. I hope to carry that with me.

MADDIE R. I am ready to leave, but I will miss St. Patrick's—memories of wandering aimlessly through MacArthur, looking for Margaret's lost calculator, crossbreeding our zebrafish, and sitting in Mr. Vorenberg's humanities class where he told us we were "sittin' in the high cotton." I will cherish memories from first grade. I sat through classes every day with one of the best teachers—Ms. Allen. She taught not only math and writing, but all about moomintrolls, and we had sneaky recesses. I don't remember much about my first day of Kindergarten, and neither does my mom. She says that is probably a good thing. I do remember meeting my first friend—when she asked me if I liked dogs before

asking about my name. Or all my other friends, who I played with at recess, or raised ducks with, or ate snack with and—at the end of the day—grew up with.

WILL R. Nine years ago, I started at St. Patrick's. I entered K3 nervous and confused. "Hey, look at the new kid," said one boy. From a five-year-old perspective, it felt like I was entering that scary real world for the first time. So, naturally, I ran away. Little did I know that the intimidating kid I had just met would become my best friend. Over the course of these nine years it's not the academic rigor I endured that I remember; it is the community and experience. For example, in fourth grade, when I ran for class president, almost everyone in the class ran for the prestigious office but for whatever reason many dropped out. Oddly, I didn't. That left me very nervous; however, I overcame this fear and ended up tying for vice-president. Ultimately, I lost the tiebreaker, but I got over it. From making friends to running for class president, to growing up, I appreciate the chance to reflect on what kind of a person I became at St. Patrick's.

THEO S. I've learned a lot playing for St. Patrick's, growing both as an athlete and person. For example, in soccer this year, we thought we were going to go undefeated. We won our first



Above: *Saying goodbye isn't easy—Nina M. (left), Nina G. (center), and Aisha T. savor their last day as St. Patrick's students before each begins a new adventure in high school.*

four games, and we started to taste that undefeated season. But Langley, who lost to the worst team in the league, beat us 4-1. We were so confident, but we couldn't beat a team that was supposedly worse. In basketball, we expected to lose almost every game. We were mostly right. We were 3 and 9 at the end of the season when we played Langley again. Down by 12 at the half, we miraculously managed to win in the dying seconds of the fourth quarter. Somehow we managed to beat them despite being sure that they were going to humiliate us. Life can be unpredictable so, because anything can happen, you should be

prepared for anything. This helps me think optimistically and try my hardest. So, before you start to think that things won't work out, just remember that anything—both bad and good—can happen. But it's what you do with those surprises that matters.

CONOR S. One early day in Nursery School, I was playing with a toy and dropped it off a table. I had accidentally broken it, and my three-year-old self thought there was only one way to solve the problem—hide the toy. I thought I was off the hook until my teacher approached me about the toy. (I'm still not sure how she

found out. Maybe my hiding spot on an open counter above my head wasn't such a good spot.) She asked me what I had done and, as I started to cry, I told her I broke it. I thought I'd be punished, but she said it was okay and she even glued it together for me. St. Patrick's has taught me many lessons, but these lessons have been consistent: 1) Be honest 2) Own your mistakes and try to be better next time 3) Learn to forgive others as well as yourself. Thank you, St. Patrick's, for this and everything you have taught me.

AISHA T. In the summer of first grade, I remember meeting my first friend, Nina

Moore. In second grade, I was still a small, shy little girl who would never start a conversation first. Since Nina was more outgoing, she already had many friends and through her I got to know Laila. These friends allowed me to feel more secure about being myself and helped me meet people who would become life-long friends. Looking back today, I can see that life hasn't changed that much. At MacArthur, we can find ourselves occasionally playing red light, green light at recess, singing songs, even talking about the color of the grass. Over my years at St. Patrick's, I became more comfortable around more



Above: Longtime friends Eden J. (left), Laila B. (center), and AnnaLena H. are beaming as they prepare to process into the Nave for the Grade 8 Graduation Ceremony.

people. Growing out of my shyness was a slow process. Next year, I'll be having a year-long sleepover at boarding school and, even though I'm a bit worried, St. Patrick's has taught me that as long as I don't pretend to be someone I'm not, I'll be able to make friends and everything will turn out okay.

HELEN W. Beginning in PK at St. Patrick's, I always admired the "big kids" stories hanging outside the Publishing Center. My favorite part of Kindergarten was learning how to write each letter of the alphabet on chalkboard slates. In first grade, Emma Mansfield and I started our comic book series. My writing continued

into Upper School, where I wrote book reports. In sixth grade, I explored comparing and contrasting in an essay I wrote on Eleanor Roosevelt and Crazy Horse—two surprisingly similar people. In my last year here, I delved deeper into my interest of writing by focusing my capstone on women journalists. I was captivated by the brave reporters I studied. Their careers showed me how I could take my writing with me into the future. St. Patrick's has been my second home for 10 years. It's where I learned to write my name and then later learned the symbolism of that name. Despite all my growth and change at St. Patrick's, my enjoyment of writing has

stayed strong. St. Patrick's has allowed me to pursue my interests in writing and, as I grew, it grew with me. I leave St. Patrick's saying goodbye to incredible friends and teachers who have become my family but prepared for the next chapter in a book I continue to write.

WILLIAM W. When I came to St. Patrick's in Nursery, I didn't play a sport, study an instrument, speak a second language, or enjoy math at all. Now I play squash and run cross country. I hike. Because of Ms. Tyler, I play guitar. Thanks to Mrs. Mack, I love thinking about the world through a scientific lens and have thoroughly enjoyed working on my two

science fair projects: "Should The Stop Sign Be Red" and "FEAR." I speak some Spanish. I enjoy solving a hard math problem. But, perhaps more important than learning a cool riff or talking about el parque de atracciones, I'd like to think I have become a better person. Thanks to Ms. Adams, I have learned ethical decision-making and the value of discipline. My friends have shown me loyalty and just how bad eighth-grade jokes can be. I have been pushed to try new things by many in this community. For this, thank you, St. Patrick's.

CONGRATULATIONS, GRADE 8 CLASS OF 2016



Above: The Grade 8 Class of 2016. Listing below: Each school listed represents the next-step school for one of this year's Grade 8 graduates.

FIELD SCHOOL	BULLIS SCHOOL	EPISCOPAL HIGH SCHOOL
MADEIRA SCHOOL	NORTHFIELD MOUNT HERMON (MA)	BULLIS SCHOOL
BULLIS SCHOOL	SPRINGBROOK HIGH SCHOOL (MD)	POTOMAC SCHOOL
BULLIS SCHOOL	GEORGE SCHOOL (PA)	SIDWELL FRIENDS SCHOOL
ST. STEPHEN'S INTERNATIONAL DAY AND BOARDING SCHOOL (ROME)	MILLBROOK SCHOOL (NY)	BULLIS SCHOOL
FIELD SCHOOL	POTOMAC SCHOOL	MILTON ACADEMY (MA)
BULLIS SCHOOL	POTOMAC SCHOOL	GEORGETOWN DAY SCHOOL
STONE RIDGE SCHOOL OF THE SACRED HEART	ST. ANDREW'S EPISCOPAL SCHOOL	GEORGE SCHOOL (PA)
FIELD SCHOOL	BULLIS SCHOOL	SIDWELL FRIENDS SCHOOL
	WEST POTOMAC HIGH SCHOOL (VA)	ST. GEORGE'S SCHOOL (RI) (FALL 2017)

CONGRATULATIONS, GRADE 6 CLASS OF 2016

While most Grade 6 students continue on to St. Patrick's Grades 7 and 8 program on the MacArthur Campus, some choose to matriculate at other secondary schools. In order to mark this occasion, students and families celebrate with a Grade 6 Promotion Ceremony in June. Each school listed below represents the next-step school for one member of the Grade 6 Class of 2016.

ST. PATRICK'S	ST. PATRICK'S	ST. PATRICK'S	LANDON
HOLTON-ARMS SCHOOL	POTOMAC SCHOOL	ST. PATRICK'S	ST. PATRICK'S
ST. PATRICK'S	POTOMAC SCHOOL	ST. PATRICK'S	ST. PATRICK'S
ST. PATRICK'S	ST. PATRICK'S	LANDON SCHOOL	SIDWELL FRIENDS SCHOOL
RIVERDALE COUNTRY SCHOOL (NY)	MARET SCHOOL	ST. PATRICK'S	ST. PATRICK'S
BULLIS SCHOOL	ST. PATRICK'S	SIDWELL FRIENDS SCHOOL	ST. PATRICK'S
ST. ANDREW'S EPISCOPAL SCHOOL	ST. PATRICK'S	NATIONAL CATHEDRAL SCHOOL	ST. PATRICK'S
	ST. PATRICK'S		ST. PATRICK'S
ST. ALBANS SCHOOL		ST. PATRICK'S	
	ST. ALBANS SCHOOL		NATIONAL CATHEDRAL SCHOOL
ST. PATRICK'S		ST. PATRICK'S	
	ST. PATRICK'S		
POTOMAC SCHOOL		ST. PATRICK'S	ST. PATRICK'S
	HOLTON-ARMS SCHOOL		
ST. PATRICK'S		NATIONAL CATHEDRAL SCHOOL	ST. PATRICK'S
	ST. PATRICK'S		
ST. PATRICK'S		NATIONAL CATHEDRAL SCHOOL	ST. PATRICK'S
	ST. PATRICK'S		
FRIENDSHIP PUBLIC CHARTER SCHOOL ONLINE		ST. PATRICK'S	ST. PATRICK'S
	ST. PATRICK'S		
		ST. PATRICK'S	ST. PATRICK'S



COLLEGE-BOUND GRADUATES

We congratulate our Grade 6 Class of 2010 and Grade 8 Class of 2012

KATHERINE BAKER
TOWSON UNIVERSITY

MAX BECKER
UNIVERSITY OF BRITISH COLUMBIA,
VANCOUVER

JAY BOLTON
ST. LAWRENCE UNIVERSITY

MATTHEW BRADY
CARLETON COLLEGE

HIRAM BREWTON
BETHUNE-COOKMAN UNIVERSITY

BRIANA BRYANT
VILLANOVA UNIVERSITY

WILL BUCKLEY
PITZER COLLEGE

NORA CANELLAKIS
UNIVERSITY OF VERMONT

JULIA CARTER
DENISON UNIVERSITY

DIANE CARVIN
FAIRFIELD UNIVERSITY

COURTNEY CLOSE
ELON UNIVERSITY

WILL CLOSE
DUKE UNIVERSITY

MARCUS DALY
CASE WESTERN RESERVE UNIVERSITY

MIKE DANELLO
BROWN UNIVERSITY

SAM DANISH
HAVERFORD COLLEGE

ETHAN EHRENHAFT
DAVIDSON UNIVERSITY

MADISON ELDRIDGE
LOYOLA MARYMOUNT UNIVERSITY

HAYDEN FRALIN
UNIVERSITY OF VERMONT

LOGAN FRIEDMAN
WILLIAMS COLLEGE

ISABEL FROEMMING
TULANE UNIVERSITY

CHRIS GARTRELL
CORNELL UNIVERSITY

DREW HURLEY
SYRACUSE UNIVERSITY

ETHAN JASKOWIAK
TUFTS UNIVERSITY (FALL 2017)

TRE JONES
RENSSELAER POLYTECHNIC INSTITUTE

AIDAN KELLIHER
TUFTS UNIVERSITY

ELIZABETH LIVINGSTON
UNIVERSITY OF SOUTH CAROLINA

WILLIAM LOWE
CARNEGIE MELLON UNIVERSITY

TRISTEN MATTHEWS
UNIVERSITY OF NORTH CAROLINA
SCHOOL OF THE ARTS

CAROLINE MONAHAN
HARVARD UNIVERSITY (FALL 2017)

DECLAN MURPHY
UNIVERSITY OF ST. ANDREWS, SCOTLAND

GARETH NICHOLAS
HAVERFORD COLLEGE

BRENDAN O'NEILL
TUFTS UNIVERSITY

CARSON PETERS
GRINNELL UNIVERSITY

WESLEY PRICE
UNIVERSITY OF NORTH CAROLINA,
CHAPEL HILL

ELIZA QUINN
UNIVERSITY OF VIRGINIA

MAX ROGERS
LOYOLA UNIVERSITY

KEITH SIMMS
UNIVERSITY OF OREGON

ROBERT SUTHERLAND
UNIVERSITY OF SOUTHERN CALIFORNIA

MOLLIE THOMAS
CHAPMAN UNIVERSITY

1985

STACY HOUGH SMITH and several other St. Patrick's alums, including **BILL DUNN**, **JAMES MITCHELL**, **IRENE KIESER**, **STACY HOUGH**, and **JESSICA WILLS**, who went to St. Andrew's Episcopal School after St. Patrick's, recently attended their 25-year high school reunion.

PRICE JESSUP '85 and wife Sandra live in San Francisco and took a two-week road trip to Yellowstone and Jackson, Wyoming this year (pictured below).



1987

ROB LAMB lives in Los Angeles with his wife and children. He is an architect currently working on a project at Disney World.

1989

KATHERINE OWENS '89 is a teacher of art and STEAM at Washington Episcopal School and attributes her early education at St. Patrick's for many of her interests today. She has two children, Emily (11) and Elliott (8).



ANSLEY TILLMAN ALLISON and husband Simon welcomed their second child, Charlie, in April. He joins big sister, Claire (2 ½). The parents are thrilled (and exhausted).

1996

SEAN MURPHY and his wife Tara welcomed their second son, Tucker Maverick Murphy (pictured above), on October 18. Their older son Sterling is enjoying his new role as big brother!

1998

ALEXANDER "LEX" JOHNSTONE EX. '98 and his wife Michelle live in Kalorama with their son Bennett (1). Lex is the founder and CEO of the small business consulting firm World Advisory.

2001

ANDREW DAWSON W '01, M '03 and wife Alexandra welcomed their son Poe Wilder into their family on August 16.

2003

KEVIN KEARNEY W '03 continues to run the nonprofit theatre company he started 14 years ago. The Highwood Theatre provides productions and programs to people of all ages and experience levels both at its theatre and in local schools. Located for the past four years in downtown Silver Spring, Highwood continues to expand to serve more students, adults, and schools in the area. Kevin invites all of the St. Patrick's community to check out what he and his organization are up to!

2005

JACK LIVINGSTON W '05 is a senior at Loyola Marymount University.

2006

MOLLY CADWELL W '06, M '08 graduated from Franklin & Marshall College in May, with a double-major in American studies and environmental studies. She is now working

as the volunteer and outreach coordinator at Vicksburg National Military Park in Vicksburg, Mississippi.

KIAH SIMMS W '06, M '08 (pictured opposite page, bottom photo), a graduate of Ithaca College, returned to St. Patrick's this fall as a maternity-leave substitute in the PK2 classroom and as the leader of the Extended Day Blue Group. She is looking forward to starting work on a masters degree in education next fall.

2007

ABBY FRALIN W '07, M '09, a senior at Sewanee University majoring in international studies, spent the fall of her junior year studying in Florence, Italy.

KAREN GUTIERREZ W '07, M '09 graduated from the Kent School in Connecticut in 2013. After graduating, she moved back to the District and has been working at the Jefferson Hotel for nearly three years. She is currently studying political science and business at Trinity Washington University, where she has made the Dean's List for three consecutive semesters. She has a son who is turning two in February and is excited to travel with him and her parents to El Salvador this winter!



2008

NORA O'NEILL W'08, M'10 is a junior at Harvard University majoring in the history of science and pre-med. She is active in the Harvard-Radcliffe Chorus.

2010

AIDAN KELLIHER W'10, M'12 is a freshman at Tufts University. He is an engineering major and has been enjoying the ballroom dancing club, fencing, and

playing on the Quidditch team.

BRENDAN O'NEILL W'10, M'12 is also a freshman at Tufts University. (The two families had dinner together over parents weekend!) He is an engineering major and is active in the fencing community there.

MATTHEW BRADY W'10 is playing baseball at Carleton College, where he is a freshman.

MAX BECKER W'10 is a freshman at the University of British Columbia in Vancouver studying physics and philosophy.

ELIZABETH LIVINGSTON W'10, M'12 attends the University of South Carolina where she became a member of Zeta Tau Omega sorority.

MOLLIE THOMAS W'10, M'12 is majoring in communication studies at Chapman University in Orange, California, where she rides on the Chapman equestrian team.

TRISTEN MATTHEWS W'10, a freshman at University of North Carolina School of the Arts, is a contemporary dance major. (She is pictured at top left at her high school graduation with her mother, Trena Matthews.)

WILLIAM LOWE W'10, M'12 is studying drama with a concentration in design and production at Carnegie Mellon University College of Fine Arts.

DANNY FARUQI W'10 is the recipient of a commended

letter for the National Merit Scholarship Program for his performance on the 2015 PSAT. He is an active member of the Visual and Performing Arts Concentration program at the Potomac School, where he is a senior, and will be pursuing a degree in computer science next fall.

KEITH SIMMS W'10 graduated from Landon in 2016. He just completed his first semester at the University of Oregon, where he was awarded a full scholarship for football and plays on the Ducks' special teams.

CAMILLA DUKE EX. W'10 is a freshman at St. Andrews University, Scotland.

SAMARA WATKINS EX. W'10 is a freshman at Cornell University.

HALEY MCGLOON EX. W'10 is a freshman at Colgate University.

2012

NORA K. W'12, M'14 is a junior at Georgetown Visitation.

SUMMER FACULTY PROFESSIONAL DEVELOPMENT

(continued from page 9)

fluency, and comprehension skills while using trade books as primary teaching texts. Samantha reported that her week of intensive study pays off whenever she is working one-on-one with a reader.

Design Thinking

As St. Patrick's faculty dive more deeply into design thinking—a method of problem-solving that encourages multiple-perspective taking, collaboration, and an iterative process—there are leaders among the faculty who can ignite the process.

Some of these leaders participated in training in California at the Nueva School. Grade 4 teacher Davina Chu, Grade 3 learning specialist Mary Beth James, art teacher Elizabeth Markowitz, and Kindergarten teacher Ashley Dorris made the most of the joint Parents Association-Day School Innovation Grant through their participation.

In addition, Elizabeth and Beth Cole (6C) went to NuVu in Cambridge, an architecture-informed design school that describes itself as an innovation school for middle school and high school students and also trains teachers in the summer. Like Nueva, NuVu is on the cutting edge of bringing design-thinking ideas that inform management, creativity, and technology into the classroom.

Elizabeth described what she learned and how it will apply in her classes: "The design-thinking culture asks students to solve problems through empathy and iteration. This summer, I had the chance to practice these skills with colleagues and remember the challenges of being a student. I was struck by the power of practicing empathy and iterative problem-solving over time at the schools I visited. I can't wait to help our students practice these skills over the years."

Like much of the faculty's summer work, this design-thinking study has sparked new collaboration and instruction. For instance, several teachers who participated in the Innovation Grant-funded workshop at the Nueva School have been meeting to continue pioneering design thinking in St. Patrick's classrooms.

Leadership Training

Last but not least, our Division Heads spent time together at the University of Virginia's Northern Virginia Center attending the Curry Leadership Academy focused on "Coaching for Change." Assistant Head of School/Head of Upper School Dan Spector, Head of Lower School Jenifer Congdon, and Head of Nursery School Paul Giguere left the workshop with some new ideas to support faculty members at St. Patrick's and provide them with meaningful feedback as they continue to hone their craft in the classroom.

ANNIE MILLER LEARNS IN GHANA

(continued from page 15)

to be ready for the questions of curious first-graders. She had already shared with her students that Ghana is a developed country, where students do not see animals every day, contrary to many historically and culturally inaccurate notions of Africa. But the summer trip will add a whole new dimension to that study.

Annie visited the Volta region of Ghana, which is populated by the Ewe ethnic group who speak Ewe and English.

The Cross Cultural Solutions program incorporates volunteering but does not allow volunteers to leave material gifts behind. Annie brought several storybooks on her trip, because she knew she'd be volunteering with students, but she didn't know about their ages or levels. When she found herself in a classroom of six-year-olds, she brought out a book she uses to start the school year at St. Patrick's, *Swimmy*, about a fish who leads a group effort to triumph over long odds. Just like her students at St. Patrick's, the African students loved the story. Annie looks forward to sharing with her students about the common love of storybooks. And she's excited to share some new clapping and jumping games her students taught her.

Annie observed a few things she believes will be of particular interest to Grade 1 students. For instance, students sweep out the schoolhouse! Annie worked at an underresourced school. There was a shortage of books, students brought their own pencils and, when they forgot, they had a hard time copying lessons from the chalkboard.

After teaching, Annie's group observed cultural highlights like a glass-bead factory and weavers who make traditional *kente* fabric. Annie described the visit to the weavers in her trip blog:

Kente weaving is done on handmade wooden looms. It is truly an art form, and weavers take years to perfect their craft. Even after observing for a while and then getting to try it out myself, it is still hard for me to explain exactly how the weaving process works. The weaver sits on low stools with legs stretched out in front of them in order to reach the loom foot pedals. As he pedals, he passes the shuttle back and forth. Weavers work on one strip of kente at a time, and later these strips can be sewn together to make one large cloth. We learned that both colors and patterns have meaning in kente cloths. Different designs indicate proverbs or concepts.

The man who greeted Annie's group explained that, according to Ewe legend, the first weavers learned by observing a spider weaving a web. The name kente comes from the Ewe words "*ke*" and "*te*," which mean "open" and "close."

Annie was surprised and delighted when she heard her host say that legend holds that man learned to weave from the spider. Anansi the spider is small and clever and he uses nature to overcome more powerful adversaries and difficult challenges.

We are eager to see how her trip will influence 1B's traditional spring exploration of folktales.

DAVINA CHU WORKS IN ZAMBIA

(continued from page 15)

Even though Davina's trip is independent of her work at St. Patrick's, it is central to who she is, and it reflects one reason we are so fortunate to have her teaching our Grade 4 students, given the Day School's commitment to service. Davina's commitment to faith and service enrich our community and demonstrate some of our most important values.

Davina brings her big heart and her no-nonsense style to her role as group leader, reminding first-time participants that "this is not a voluntourism trip." She and her co-leader challenge the team to embrace the mission of the trip and be a source of love, telling participants, "We hope and pray this trip changes you in some capacity so we can pay it forward."

Davina says she gets as much as she gives from her trips, and she strives to remember the perspective-changing and inspiring energy of the children she encounters each year. "The Zambian kids, despite poverty and trauma, have such huge hearts," she said. "They love and share the goodness that they've received. Since my first trip, I'm constantly amazed by how much hope and joy they have to share. It is truly an overabundance."

For Davina, the commitment is anything but short-term. She stays in close touch with Bishop and Mrs. Ng'ambi and their daughter Adonai and gets near-daily updates on the children at the Lusungu. She has already committed to leading the trip again in 2017.

Davina's trip this summer, her fourth year, was wonderful because many of the children knew her, and they picked up where they'd left off. "This year was unique. I realized when I got there that the kids did not need an introduction to me," said Davina. She was glad because she had worried that by stepping into a role as trip leader, she might not get to spend as much time with the children. But Davina and her co-leader organized their responsibilities so Davina could work with children for most of her time in Africa. "We take advantage of the fact that I'm a teacher," she said.

Davina loves to talk with her St. Patrick's classes about the students she sees each summer. She emphasizes similarities—community, cooperation, a love of story books. And she also discusses differences with her students. "It's always hard to teach this idea of poverty without the idea of haves and have-nots that characterizes poverty here in the U.S.," says Davina.

The annual trip—and living between two worlds—is a rewarding challenge for Davina. It takes a week of very uncomfortable adjustment after every return, but the perspective and hope last far longer.

NAES PRESENTATION

(continued from page 17)

- Write down ideas to remind you of your creative thoughts.
- Think about how you can change something to make it better.

We couldn't thank you enough for your help and positive mindset with this project.

This exercise served as a precursor to the final project: a formal proposal to be presented to a panel of educators, administrators, and parents on one way to further enhance the non-cognitive skills of our students. We cannot wait to see what suggestions they have!

What We Learned

As we quickly realized, PBL involves a remarkable amount of collaborative planning. However, the results are worth it, and the student-teacher relationships are the better for it. During a PBL unit, the teacher's job is to facilitate the students' learning by sparking curiosity and providing opportunities for critical thinking and problem-solving. We learned that students do serious thinking when we do serious listening. Moreover, being open to letting students lead the research required practice and humility. Accepting that we did not always have the answers and seeking suggestions from students sparked their interest and unleashed their creativity. As a result, they became more invested in the project, and we became even more inspired by their thinking. We also found that as they focused on the importance of these skills, they became more aware of their own strengths and growing edges and more willing to work on them together. Knowing why we care about these skills was, we believe, a motivator in that work, and we encouraged each other—student and teacher—in maintaining and cultivating a growth mindset.

LOVE OF TEACHING AWARD, BASILE

(continued from page 18)

arrived here while also becoming a master teacher, one from whom we all can learn. She considers the needs of each of her students, thinking carefully about what will best serve each in her class, in a unit, in a lesson, and in his or her life.” That colleague identified her legacy as “exceptional teaching, excellence as a colleague, and depth of care for her students.”

Another colleague who has known this year’s recipient over many years observed, “I especially enjoyed watching her with the children, for . . . she brought a joyful spirit to her work. . . . I have come to understand that her spirit, her passion for education and learning, infuses every aspect of her life.”

Like other observers, this particular colleague spoke of this year’s honoree growth over time, precisely the kind of trajectory we want every participant in our community to experience and to pursue. Just as important, though, is that she is not on any kind of solitary trajectory. Instead, she endeavors to share that experience of wonder, of curiosity, of deepening, of growth with her students and with her colleagues. She captures her own growing understanding and expertise, and promotes growing understanding and expertise in her students and colleagues, in her ongoing curriculum design work, often in collaboration with fellow professionals.

We take a slightly different approach this year, in that we honor, with the Love of Teaching Award, an individual as she departs St. Patrick’s, so I’m not quite sure where the chair will reside in the 2016-2017 school year. Confident that we can figure that out, I am privileged to present the Love of Teaching Award to a teacher who departs St. Patrick’s after a 16-year career here, Grades 5 and 6 science teacher Shelly Basile.

The preceding is excerpted from Head of School Peter A. Barrett’s remarks at the Chapel Honoring Faculty and Staff in May, during which he announced Shelly as the recipient of this award. The Basile family moved to Roanoke, Virginia following the completion of the school year.

KEFFER SERVICE AWARD, YOCKEL

(continued from page 19)

simply, an individual for whom service is a way of life who has regularly and selflessly given of herself in ways large and small. She quietly builds up those around her, offering encouragement and practical advice when most needed. She is a reliable source of support for colleagues, whether their conversation is about their work lives or their home lives—she watches out for her colleagues, as one of them has observed—and she has acted like a mentor to many newer teachers, a role that we formalized by having her become part of our structured support for new faculty members. But well beyond that more formal role, this individual displays daily acts of service performed with no expectation of recognition, the hallmark of her quiet leadership at St. Patrick’s.

Think of any activity here that reflects our commitment to mission, our determination to live that mission more fully—Gifts for Good, perhaps, or a broad range of student community service activities, or the Horizons program. There you will find this year’s recipient, perhaps at the center of it all, especially when it means supporting an individual or small groups of students, or maybe more at the edges, attentive, watchful, perhaps with a bemused smile playing on her lips, ready to step in with a quiet suggestion or more active support. This year’s recipient expresses her leadership whether she is at the center or at the periphery and always with humility and patience. Of course, our fullest expression of mission comes day in and day out in the classroom, where this master teacher, a veteran of more than a quarter century, most of that time at St. Patrick’s, has provided the most particular manner of service in which she has chosen to lead her life.

This morning, we honor Jeff Keffer by honoring an individual who has lived her life the way Jeff lived his. While this individual has chosen to provide quiet leadership in service at every turn—and all of it without any desire for, or expectation of, personal recognition—we will choose to ignore that particular inclination and instead give full and public recognition to her. It is our deep privilege not only for her to choose to live her life in this way but for her to choose to live her life in this way at St. Patrick’s. This morning, we bestow the Jeff Keffer Service Award on Lower School learning specialist Anne Yockel, with our gratitude for what she has meant, and what she continues to mean, to the life of St. Patrick’s.

The preceding is excerpted from Head of School Peter A. Barrett’s remarks at the Chapel Honoring Faculty and Staff in May, during which he announced Anne as the recipient of this award.

NANCY WHITE RETIREMENT

(continued from page 20)

Parenting Skills Course or more informally with worried or vexed parents in her office or on the phone. “You want to be in her presence if you have lost your way,” remarked one colleague.

Likewise, she approaches her Nursery School colleagues with a respect and a depth of understanding that reflect her recognition of the essential role these individuals play in the lives of the young children in their care. In a culture in which the regard in which one is held seems to increase with the age of the young person with whom one works—such that high school teachers and college professors enjoy infinitely more prestige than early childhood educators—Nancy recognizes the upside-downness of that whole conceptualization . . . and then she works to provide our early childhood educators with the resources of time and materials and colleagues and respect they deserve as they strive to accomplish the awesome task before them.

But, of course, we can ultimately track Nancy’s abiding respect for teachers and parents back to her love of children. One colleague observed, “She loves children and parents and faculty equally, and she strives to meet the needs of each in all that she does.” While I agree that Nancy strives to meet the needs of each of those participants in all that she does, perhaps a more accurate way to capture it—and I know we’re splitting hairs here—is, as another colleague said, that “Nancy’s genuine belief in the infinite value of every child grounds her work and interaction with others.”

“I’m sure I won’t be the first or only person to say something like this,” said yet another colleague, “but I’ve always been struck by Nancy’s ability to connect with and truly ‘see’ young children in a way that is grounded in not only a deep understanding of human and child development but also a real respect for children—both their individual strengths and the particular challenges they face.”

And that, for me, captures both the starting point and the destination for the work to which Nancy has devoted the last two decades of her life here. Colleagues and friends value her patience, her compassion, her understanding, her trustworthiness, her vigor, and her laughter. And while those qualities shape her friendships and her relationships with her colleagues and with parents, ultimately . . . here . . . they are all in service to the child.

When I first wrote to you of Nancy’s retirement about six months ago, I referenced what would be her final Nursery School Back-to-School Night remarks last fall, in which she chose to build on the theme of listening that we had been highlighting, as she articulated a particular way of being with young children characterized by active, attentive listening. I would like to conclude with Nancy’s own words:

As with the development of so many other types of knowledge, skills, and dispositions, it is early childhood that lays the foundation for effective listening throughout life. . . . We must listen actively in order to know each child so that we can teach to his or her interests and strengths and identify areas that require more support. It is important to avoid the syndrome described by Vivian Paley, an esteemed early childhood educator and author, who worries that, “We no longer wonder ‘Who are you?’ but instead decide quickly, ‘What can we do to fix you?’”

As I remarked in that letter, it seems to me that Nancy never met a child whom she felt she needed to “fix” and, likewise, never met a child whom she didn’t want to get to know better, first and foremost by really listening. St. Patrick’s has been a deeply fortunate place to have Nancy White listening to our children—and, to be honest, listening to each of us—and responding with warmth and understanding and honesty and wisdom that do so much to send us thoughtfully on our way. Please join me in sending Nancy White on her way this evening.

The preceding is excerpted from Head of School Peter A. Barrett’s remarks at the celebration honoring Nancy White and other Administrative Team retirees in May.



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Our Mission

St. Patrick's Episcopal Day School strives to create a diverse learning community of students, teachers, and parents who recognize the infinite value of every participant as a child of God. We are committed to developing character, advancing human understanding, and promoting academic excellence in our students in order to prepare them to live with integrity, compassion, and purpose.

SAVE THE DATE

Epiphany Chapel - Kindergarten to Grade 8

Friday, January 6, 8:30 am

Student Reenrollment Contracts Online

Friday, January 20

Martin Luther King Jr. Chapel

Kindergarten - Grade 8

Friday, January 13, 8:30 am

Family Ice Skating Night

Friday, January 27, 6:00 pm

Martin Luther King Jr. Day - NO SCHOOL

Monday, January 16

Presidents Day - NO SCHOOL

Monday, February 20

Professional Day - NO SCHOOL

Tuesday, February 21



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