From Motorcycles to Masked Singers / p. 4
Faculty Fun Assemblies surprise and delight.

Artificial Intelligence and Education / p. 8
What will the future bring?

PLUS
A Conversation with Marjo Talbott / p. 28
Alumni Connections / p. 38
W hat a wonderful year this has been for me and for Maret. Bolstered by the overarching theme of Generosity of Spirit, we restored beloved traditions put on hold by the pandemic and celebrated our community based at 3000 Cathedral Avenue. The stands were packed for Homecoming, the Faculty Fans Assembly once again surprised and delighted the students, and the Fête returned with great fanfare to the front lawn. Having dubbed this my “Senior Year” at Maret, the offer from students to dive into the shaving cream fight on the Back Field was one I could not refuse!

The Maret Parents Association was a tireless, generous collaborator in helping families to make deeper connections. Alumni showed their school spirit, too. They joined us at regional gatherings and returned to-campus for a number of events, including the spring career panels, which featured more than 80 graduates relating their professional paths to students in Grades 9–12. The faculty was all in, as well, delivering Maret’s outstanding program, supporting each student in their school journey, and ensuring that the School runs effectively.

Over the years, I have noted three key qualities of Maret faculty members: 1) generosity of spirit, 2) insight and intelligence, and 3) a lack of arrogance. Assistant to the Head Sheila Davidson embodies all of these qualities. During her 30 years at the School, she has been the stalwart of Maret’s character. During her tenure as Head, Sheila retires this year, and everyone wonders how the School will function without her wisdom and steady hand. Happily, Sheila—like me—will always stay connected with the school as a PAL (Parent of Alumni). Even with a few of us retiring, incoming Head Dennis Bisgaard will join an incredible group of educators and administrators—nine of whom have been at Maret for three decades. These phenomenal leaders are ready to support them and each other as Maret enters its next, exciting chapter. I am grateful to have had the opportunity to lead this amazing community and look forward to following Maret’s story in the years to come.

Maret School stands firmly behind the principle that the admission of students, the employment of faculty, the orientation of programs, and the governance of the School be open to all who are qualified regardless of race, ethnicity, color, national origin, gender identity or expression, sexual orientation, or creed. We believe that this principle is best satisfied through the spirit of American democracy and is keeping with the civil responsibilities of an independent school.
Artificial Intelligence and Education: What Will the Future Bring?
Academic Technologist Erika Eason reflects on recent trends and the impact on education.

Mosaic Art on a Grand Scale: 7th Graders Explore Waterways of the World
Seventh-grade students complete a decade-long mosaic mural project.

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Teachers implement new strategies to encourage students to actively collaborate, deepen their problem-solving skills, and take ownership of their learning.

Visit us on social media to get a glimpse of what’s happening in our community—both on and off campus!

FEATURES
8 Artificial Intelligence and Education: What Will the Future Bring?
Academic Technologist Erika Eason reflects on recent trends and the impact on education.

14 Mosaic Art on a Grand Scale: 7th Graders Explore Waterways of the World
Seventh-grade students complete a decade-long mosaic mural project.

20 Personalized Teaching and Learning: New Approaches in Upper School Science Classes
Teachers implement new strategies to encourage students to actively collaborate, deepen their problem-solving skills, and take ownership of their learning.

JUST FOR FUN
4 From Motorcycles to Masked Singers: A Short History of Surprise Assemblies

SPOTLIGHT ON THE INDIVIDUAL AND CONNECTEDNESS
28 A Conversation with Marjo Talbott
32 Twenty-Nine Years of Leadership

ALUMNI CONNECTIONS
38 Alumni News
45 Class Notes
55 In Memoriam
56 From the Archives
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A BIG REVEAL

Suddenly, you hear an engine blast outside, and the doors fly open! What’s this? Your College Counselor Shelley Brody and Director of Buildings and Grounds Jon Young decked out in their finest black leather cruise astride a roaring motorcycle. Ms. Brody dismounts, joins her doo wop quintet in front of the mic, and they belt out a phenomenal rendition of the old rock-and-roll tune “Leader of the Pack.”

A SHORT HISTORY OF SURPRISE ASSEMBLIES

Imagine that it’s 1997, a typical morning at Maret. You’re sitting in class and your teacher tells you that there will be an all-school assembly that afternoon. That’s unexpected. At the appointed time, you and the rest of the school dutifully file into the gym. From the podium, Head of School Marjo Talbott begins a discussion on fire safety. Your mind wanders. Now she’s introducing Washington DC’s Fire Marshal, and he takes the stage. Wait a minute... it’s your science teacher, Mr. Walker, in full firefighting gear! Never breaking from character, he soon has everyone in stitches as he describes the enormous perils he faced saving the life of a squirrel: “I bet you think they call me the Washington Fire Marshal because I put out fires. Well, they don’t,” he confesses. “They call me the Washington Fire Marshal because I ignite them! Maret School, we’re going to ignite a party for you right now!”

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And so it begins... the amazing quarter-century tradition of the Faculty Fun Assembly!

IT’S TRADITION.

Every so often, faculty come together to plan—in secret—a blockbuster assembly. The draw isn’t a famous speaker; it’s the faculty themselves. They are the stars of a hilarious lineup of silly skits, songs, and dance routines designed to surprise students and spread joy. From motorcycles to Masked Singers, faculty go all out.

by Linda Johnson
Former Maret Faculty

2019

Marjo Poppins slowly descends from the ether, spinning and kicking in an unscripted and hilarious attempt to face the audience.

A SHORT HISTORY OF SURPRISE ASSEMBLIES

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FROM

Motorcycles

TO

MASKED

Singers

SHHHHH... IT’S A SECRET!

David Walker, former Assistant Director of Upper School and science teacher, and Al Kilborne, former humanities teacher, were instrumental in the creation of the first Faculty Fun Assembly. In fact, Mr. Kilborne wrote the Fire Marshal skit. Mr. Walker remembers that in the mid-1990s he and a couple of other teachers performed some goofy skits for an appreciative audience of their colleagues. From there, he says, the Faculty Fun Assembly “grew organically out of teachers’ natural desires to entertain the students.” And entertain they have—every few years or so. After the huge success of the motorcycle skit, it became crucial to always start the event with a big surprise. According to Mr. Walker, the hardest part—even harder than keeping the assembly a secret—was finding time for faculty to rehearse and work out their routines without being discovered. Mathematics teacher Nigel Cosh and
humanities teacher Rob Achtmeyer, who led the charge for this year’s Faculty Fun Assembly, agree wholeheartedly. When asked how they hid it from students, Mr. Achtmeyer quotes Chuck Palahniuk: “The first rule of Fight Club is: you do not talk about Fight Club. The second rule of Fight Club is: you do not talk about Fight Club!”

“Getting students to the gym was relatively easy by comparison,” Mr. Walker says. “We invented many fake reasons for the all-school assemblies since the kids got better and better at figuring it out.”

WE INTERRUPT THIS BROADCAST . . .

Take Faculty Fun 2000, for example. Once again, students piled into the gym bracing for then Assistant Head of Administration and Finance Don Mordecai’s presentation about Phase Two of the Master Facilities Plan. Gratefully, only a minute into the less-than-scintillating update, they were rescued by Mr. Walker, who interrupted the proceedings by pulling Mr. Mordecai from the podium and into an energetic dance accompanied by the Beach Boys’ “Surfin’ USA.”

“I’ll never forget the teachers putting on ridiculous skits and choreographed dances. They put so much effort into it and always executed it hilariously,” says Maya Sapsford ’19. Motivated by the students’ delight, teachers reached higher and higher. Each assembly featured new feats of imagination and daring.

In 2017 with Miley Cyrus’ music playing in the background, Math Department Chair Kathleen Glines swung into the gym on a wrecking ball. Ethan Peltier ’18 remembers her entrance vividly: “It was so iconic it actually went locally viral, and I ended up seeing videos of it from other people’s accounts that weren’t even affiliated with Maret.” At the next assembly, Ms. Talbott flew in as Marjo Poppins, and the crowd of students went wild.

QUINTESSENTIALLY MARET
Stealing the show this year was the Masked Singer Competition between the Green Dragon (Seventh Grade Dean and science teacher Jua Fluellen), Oscar the Grouch (Math Department Chair Berook Alemayehu), and Mr. Incredible (Head Nurse Alison Gorada). The resounding success of Faculty Fun 2023 was particularly uplifting given the additional hurdles that had to be overcome. “We had less time to prepare this year,” Mr. Cosh says, “and since it was Marjo’s last one, we wanted to include her in as many ways as possible.”

Ms. Talbott has been a mainstay of Faculty Fun, always game to take part in a silly skit or routine. According to Mr. Walker, Ms. Talbott “was instrumental in pushing the show to continue every four years, knowing how hard it was to pull off, but also how much fun it was.”

“I love this about Maret,” says Ms. Talbott. “Ever since I started in 1994, I have been captivated by the way faculty would always take their work seriously, while never taking themselves too seriously. That has created a deep sense of joy throughout our school community.”

Faculty Fun is quintessentially Maret. An idea bubbles up, others join in to nurture it, and eventually, it is transformed into the exhilarating fabric of school life.
Artificial Intelligence and Education: What will the future bring?

Director of Academic Technology Erika Eason Shares Insights About the Opportunities and Limitations of AI’s Use in Schools

by Lesley Younge, Humanities Teacher

When ChatGPT emerged last fall, I was immediately curious about a bot that could synthesize long text, craft perfect five-paragraph essays, and tell stories in various languages. Online— in blogs, webinars, and chat forums—I saw educators respond with a flurry of dire warnings, skepticism, and excitement.

I had many questions: How can teachers establish equitable and ethical boundaries for students in using AI? How might teachers authentically incorporate AI tools into a sequence of learning activities? Will AI change what we expect students to do independently? What do students actually need to do independently and why?

AI will inevitably create shifts, potentially seismic ones, in teaching and learning. As we learned during the pandemic and the pivot to online learning, comfort with a changing technological landscape and a growth mindset will be essential for faculty and students.

On hand to help guide Maret through these changes is Director of Academic Technology Erika Eason. Prior to Winter Break, she proactively began sending out emails, hosting lunchtime talks, and creating a Padlet where resources could be collected and shared. Here, she answers a few questions about AI and its potential impacts on education.

How would you describe the current landscape of AI in education?

The landscape is ever-changing—shifting week by week, if not day by day. Many AI tools already have a foothold in education, even though we may not realize it. Writing supports like spell-check and Grammarly are widely used in schools, and the foundations of those tools rely on some version of artificial intelligence.

The release of ChatGPT to the public late last year really ramped up the conversation around AI, since for most people that was their first time encountering a chatbot that worked so well and seemed to know so much. ChatGPT goes far beyond the discrete set of skills needed to cancel an airline reservation or correct grammar. It’s a generative AI tool trained on an amazing amount of data that it can pull from when it crafts a response to a prompt. So, for example, you might ask, “Write a story about getting up and ready for the day from the point of view of an 11-year-old,” and it could do that. DALL-E is a similar tool that generates original images from a prompt such as, “Draw me a Maine Coon cat having a conversation with a pig in the style of Andy Warhol.”

Schools all over the country are trying to determine what the appropriate response is to tools like ChatGPT. Should it be embraced or restricted? Should schools have access to it or not? What benefits can it bring and what challenges does it pose? And whatever decisions schools are making today, those could be upended by a development tomorrow as new tools are made available and as our lawmakers start to play catch up with how (and if) they want to regulate this.

What do you see as the most significant limitations of AI right now?

Any AI tool will be limited depending on whatever comprises its training data, so if the information in its training data is not recent enough or from diverse enough sources, that will increase the likelihood that the output you get from the tool is insufficient or skewed in some way. It also doesn’t know everything, but often times can give results as if it does, which can also lead to erroneous output.

We still need to evaluate the responses and content that AI provides and not just trust that everything is true and accurate.

For students, some of these tools are useful for producing summaries of content and as a way of checking for understanding. One of the debates is around whether or not AI will actually change what students learn. If AI tools can help students reliably complete lower-level tasks, that could free up time to focus on more advanced skills, and it might change when students learn certain things.

If we could feel confident that an AI tool could accurately provide information—for example, define what a limit is in calculus and explain it to students in more than one way—then it could be a very effective teaching and learning tool. And, if it remained relatively low-cost or bundled into a tool that’s already being used, then that could really help equalize things for students who don’t have the means to afford a tutor.

What are some of the opportunities that AI technology creates for schools?

For faculty, there could be some time- and labor-saving benefits for more mundane tasks like composing correspondence and creating job postings. The AI tool could create a draft for you, and then you modify it from there. AI like ChatGPT could also serve as generators for things like lesson plans, discussion prompts, assessment creators, and so on.

Schools all over the country are trying to determine what the appropriate response is to tools like ChatGPT; should it be embraced or restricted? Should students have access to it or not? What benefits can it bring and what challenges does it pose? And whatever decisions schools are making today, those could be upended by a development tomorrow as new tools are made available and as our lawmakers start to play catch up with how (and if) they want to regulate this.

What are some of the opportunities that AI technology creates for schools?
This spring, I took one of my seventh-grade classes to view the All-School Art Show and interact with the art through a form of poetry called ekphrastic verse. Time was short to create the assignment, so I turned to ChatGPT for support. I carefully engineered my prompt to get a high-quality result:

**Experiment in AI**

**Writing Ekphrastic Poetry**

Ekphrastic Poetry is a form of literary response that uses vivid language and descriptive imagery to capture and convey the essence of a visual work of art. By carefully observing and contemplating a piece of artwork, poets can delve into its themes, colors, shapes, and textures to inspire their own imaginative response.

**Examples of Ekphrastic Poems:**

1. “The Starry Night” by Anne Sexton: Sexton vividly portrays Vincent van Gogh’s iconic painting, describing the swirling skies, the village, and the artist’s tormented mind to evoke a sense of mystery, beauty, and anguish.

2. “Landscape with the Fall of Icarus” by William Carlos Williams: Based on the painting by Peter Bruegel the Elder, this poem captures the spiral through the dejection of a seemingly unimportant event amidst the vastness of nature.

3. “Free-Dollar Remix” by Lesley Youngs: Based on artwork by OC-based artist Rozoul, Youngs contemplates new visions of the Statue of Liberty and what she stands for in a contemporary America.

**Name of the Artwork:****

**Artist:**

- What do you see? Describe the artwork in detail, including its subject, colors, shapes, and anything that catches your eye.
- What do you think? What emotions or feelings does the artwork evoke in you?
- How can you capture and express these emotions through words?
- What story or narrative do you see within the artwork? Can you imagine the events that led up to this moment or what might happen next?

Consider the artist’s intention or message behind the artwork. How are you responding? What does the art mean to you?

Because AI tools are used in so many facets of people’s lives, I have found myself thinking more deeply about who the creators and engineers of these AI tools are and what’s important to them...I wonder if the creators of the tools know what’s in the training data they used, if they are taking steps to make sure the data is as free from different biases as it can be, and if they are creating something that they believe will benefit society and help people.
Upper School biology students join first graders on the banks of the Anacostia River to release shad fry hatched at Maret. The goal is to help restore the population of native shad—an integral link in the local food web.
When visual art teacher Carlotta Hester ’86 formulated the idea for a massive, multiyear project for her seventh-grade classes, neither she nor Maret were new to the concept of public art at 3000 Cathedral Avenue. Under the direction of then Visual Art Department Chair Cindy Hutnyan, and with the enthusiastic support of Head of School Marjo Talbott, large-scale works by Middle School students had graced areas not typically considered exhibition space for more than a decade. In fact, the mosaic murals already installed on campus had been inspired by visual art teacher Dierdre Saunder, whose public art installations are well-known in DC and Maryland.

“The first large-scale painting project was done during an ISW in the stairwell leading from the atrium to the cafeteria,” Ms. Hester remembers. “Rendering it on the cinderblock wall was a bit chaotic with ladders, art supplies, and hordes of students racing up and down the stairs.”

Like several of the early public art projects at Maret, that mural—a favorite stop for families on admission tours—didn’t stand the test of time. Construction, normal wear, even a fire, spelled the demise of some of the School’s signature painted and tiled murals.

“By 2011, we were running out of interior spaces for large scale artwork,” explains Ms. Hester.

“At the same time, I was looking at ways for students to have a grand, collaborative, hands-on public art experience without my having to launch new projects from scratch every year.” As she was heading home one afternoon, her attention was drawn to the massive stone wall separating Maret from the neighboring Swiss Embassy: epiphany!

The long, curvilinear structure would provide a host of advantages. It was large enough to accommodate many years’ worth of creativity. It was solid and would stand up to the weight of movement, but it was also bland and needed a visual focal point.

The project would give students a sense of purpose, a sense of pride, and a sense of accomplishment—something they could remember and talk about for years to come. It would also serve as a reminder of the importance of public art and the value of collaboration and teamwork.

Each year, students chose which waterways of the world they wanted to explore, eventually circumnavigating the globe through four of the five oceanic regions. The first year of the mural, students were raising money for the Chesapeake Bay Oyster Restoration program, so the mural started close to home with the Bay.
Over the project’s twelve-year span, 60 sections of seventh-grade students invested 600 trimeters working in various capacities on the mural. “I would guess that nearly 600 young artists worked on the project and can claim this mural as theirs.”

“Charting the Course
Work on the mural has varied by trimester. Students in a particular section of the art class in any given year may have spent their time conducting research, working on design ideas, or gluing tiles onto panels for installation. It wasn’t unusual to have first-semester students completing the tile work that the previous year left to finish. The work rotated every year, based on the progress we made,” Ms. Egan explains.

The first step for any round-the-world voyage is charting the course you plan to take. Each year students launched work on a new section of the mural by deciding which waterway they wanted to explore. Ms. Hester recalls, “During the first year, the seventh-grade class was raising money for the Chesapeake Bay Oyster Restoration Program as part of their service learning departure.”

Referring to the outsized map that graces the art studio wall, students have charted travels through the world’s seas, oceans, and primary canals. During this research phase, students studied the sea life, birds, ecology, commerce, even the mythology of that year’s body of water.

Next came the design phase. Working in teams, students chose what images they would like to depict and how they wanted to depict them. The widest possible range of aquatic creatures share each year’s panel with sea flora, waterfowl, and a variety of vessels. Throughout the design phase, students built upon their knowledge of scale, dimension, and balance. Eventually their work was drawn to size on massive sheets of paper to serve as the template for the next important step. The final team of students to work on the mural were the “tilers.” After examination and discussion of the rendered design, their task was to smash large porcelain squares into smaller pieces, then nip them into specific shapes to fit the design. With the paper patterns fixed onto mesh, the students then traced the images in heavy marker and began the exacting task of bringing the images to life by fitting and securing the tiles into place. Exactitude and patience were as necessary as craftsmanship and artistic vision as each panel came to life.

Environmental Impacts

When students planning the Chesapeake Bay panel heard about ghost crab pots—abandoned traps that unnecessarily kill crabs, fish, birds, and turtles—they launched into a debate. Should the mural discuss issues or should it just be beautiful? In the end, they decided it could do both. An oil rig, plastic debris, and the destruction of coral reefs were other topics discussed and ultimately incorporated into the mosaic.

“Environmental education is important because through the art form we were given access to a method in which multiple stories come together through one visual language. The scale is powerful and mesmerizing.”

–CINDY SANTOS BRAVO
VISUAL ART DEPARTMENT CHAIR

Throughout, the mural depicts humans’ fascination with the vast expanses of water on Earth. In addition to a scuba diver and a surfer, students included a yellow submarine, which was a reference not only to the Beatles’ song but also to the yellow submarine used by oceanographer Jacques Cousteau on his underwater odysseys.

600 Students, 12 Years, and 50 Meters of Tile
Poplar in the ancient world in both residential and public spaces, mosaic murals were developed in various civilizations to depict victories, tell stories, and overawe the viewer. According to Visual Art Chair Cindy Santos Bravo, “The history is important because through the art form we were given access to a method in which multiple stories come together through visual language. The scale is powerful and mesmerizing.”

Given the length (more than 150 feet) and height (up to 12 feet) of the blank wall, it was apparent that several years’ worth of seventh graders would be involved in creating the colossal mosaic. It was important to the Visual Art Department to find a unifying premise that was compelling, colorful, and topical—but not so topical that it would grow passé before the project was completed. The team took their inspiration from the School’s 2011–12 theme: connectedness. “What could

be more connecting than water? Water connects everything! We were excited to have come up with an idea that could be approached from an infinite number of ways,” says Ms. Hester.

The collaborative nature of the project, with multiple sections of students participating throughout the past decade has fostered a sense of connectedness as well. Over the project’s twelve-year span, 20 sections of seventh-grade students invested 60 trimeters working in various capacities on the mosaic. “I would guess that nearly 600 young artists worked on the project and can claim this mural as theirs,” estimates art teacher Maribeth Egan, who is currently shepherding the final phase of this ambitious masterpiece.

Says Eli Hoffenberg 24, “Working on the mural was an incredibly valuable experience. Not only did I get to express my creativity and work with my hands, but I also learned the importance of attention to detail and perseverance. The spotted whale shark I worked on was a labor of love, and I am proud of the final product. Passing by the mural is a great reminder that the hard work and dedication of my whole class led to something truly beautiful.”

–MARIBETH EGAN
ART TEACHER

Each year, students were inspired by historical and current events. While students were working on the Mediterranean Sea panel, the plight of Syrian refugees dominated the news. “When we decided to depict them, the mural discuss issues or should it just be beautiful? In the end, they decided it could do both. An oil rig, plastic debris, and the destruction of coral reefs were other topics discussed and ultimately incorporated into the mosaic.

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Art with a Point of View

Every great journey must conclude, and so it is for Maret's decade-long public art project. The last leg of this voyage around the globe took the classes from Australia back to home port on the sunny west coast of the USA. A soaring alluvious begun the mural’s final section, signaling vast stretches of ocean ahead, but also reminding the observer of the repercussions of plastic pollution depicted on the final panel. “The students have been discussing evolution and human impact on the environment throughout the life of this project,” says Ms. Hester.

As it happened, the final leg of the journey met with an unexpected turn of events. “While we were designing this section, the Hunga Tonga-Hunga Ha’apai volcano tragically erupted on January 15, 2022. Our focal point needed to shift,” Ms. Egan recalls. “Suddenly, we now had an actual landmark and live event.” It was another chance to study science while creating art.

Whether the topic is science, social justice, or immigration, public art is often most effective when it takes a stand on current events. Ms. Egan points out, “There is a big responsibility when sharing or inflicting art on a community. You’ve got to consider your audience, what you want to communicate . . . and why. I like public art best when it is sneaky . . . decorative, elegant, funny, and beautiful, but with a little something to stick in your head and grapple with. The observer’s opinions should have a chance to form and change.”

From Studio to Display

The massive mosaic water mural would not exist if it were not for the talent, time, and devotion of master craftperson Peter Tabri who has installed the project since its inception. Mr. Tabri, who carries on a more than century-long family tradition of mosaic artistry, was intrigued by the chance to apply his tiling skills in a new way.

When you look at the wall that bears the mosaic, you can easily identify one of the prime challenges of the work. Although much of the wall accommodated panels that were 18-feet wide by six-feet high, the end of the wall, where the final panels hang, required panels that were 18-feet wide by 12-feet high. Matching the skyline and the waterline put students, teachers, and Mr. Tabri to the test; they rose to the occasion.

For his part, Mr. Tabri went the extra mile. “The landscape slopes so much that I had to build custom scaffolding to be able to reach our installation area.” For him, it was well worth the effort. “The most rewarding thing to me is that the students get involved in something they can look back on long into the future.”

Research and Planning

Members of the Class of 2025 research the Indian Ocean and plan the panels to be installed. Each animal, plant, boat, building, and figure was carefully selected and researched by the seventh graders so that the mural would be an accurate reflection of the location and also the collective artistic vision of the class.

Visiting the Mural

Next time you are on campus, stop by the mural and explore its many hidden treasures. See if you can spot these:

• Titanic
• mythical roc
• Spongebob
• spotted whale shark
• Egyptian god Khnum
• narwhal
• yellow buoy
• Flags from many nations
• Sydney Opera House

You might also find the name of one or two students you know!

Mr. Tabri installed the final panel of the mural in early June. This picture shows the custom scaffolding he built to accommodate installation on the sloping site between the Activities Building and the Swiss Embassy.

On the Horizon

Now that this multiyear project is winding down, it’s natural to wonder what comes next. Will the tradition of public art at Maret continue . . . and if so, what form will it take? Ms. Santos Bravo looks ahead:

“The seventh-grade art team and I are in the process of developing a new curriculum inspired by the skills that public art and storytelling embody: a sense of belonging, deepening compassion and understanding, cooperative action, and uplifting community through innovative designs and techniques.”

Going forward, Maret’s commitment to public art will continue to bring to life the ideas and styles that each year’s students reveal. Just imagine the possibilities that lie ahead!
New Approaches in Upper School Science Classes

PERSONALIZED TEACHING AND LEARNING

Drawing on strategies commonly considered best practice and inspired by the Modern Classrooms Project (MCP) five-week professional development institute, three Upper School science teachers are implementing a personalized approach to instruction. What does this look like? More time for teachers to work one-on-one with their students, more active collaboration between students, and more students taking ownership of their own learning.

An Evolution of Ideas

Jocelyn Rodgers teaches Maret’s fast-paced, in-depth course, Advanced Chemistry. Five years ago, Dr. Rodgers taught this class using a traditional combination of lectures and labs with practice problems for homework. It was an efficient way to cover all of the material in this college-level course. Students nodded along and asked great questions. If they had trouble with a concept or skill, they were urged to seek out Dr. Rodgers after class.

But, if a student was absent, they missed a good chunk of information, which put them at a disadvantage. And, with a range of students in the class, some preparing for the AP and some not, Dr. Rodgers wanted to differentiate her instruction to better meet all her students’ needs and goals. She also wanted to deepen their engagement in problem-solving strategies by working through challenges with each other.
The lesson-trackers outline they might collaborate with on the unit or topic. Students can move through the elements at their own pace to see where they are progressing. Because they can see how each topic is broken down into manageable chunks of information, practice problems, proficiency checks, labs, and summative assessments, the elements build on one another, and students know they can go to for help.

Dr. Rodgers began trying several techniques that she would later discover were key to the MCP approach. Two of her colleagues were creating lecture videos for their advanced science and math classes; she borrowed the idea and began producing short lecture videos, which she assigned for homework. She could keep track of which students viewed the videos and also how they answered the questions that were embedded in the videos to check for understanding. This gave her more time in class to help students with practice problems.

So, some students thought they were getting everything—right up until the test. Dr. Rodgers wanted her students to have a clearer understanding of what they knew and could do before the test. And, she didn’t want her students to walk away simply saying, “I got an 85% on the equilibrium test”, rather, she wanted them to know which concepts and skills they had and had not mastered.

So, prior to the final assessment, she added periodic check-ins that were similar to ungraded pop quizzes. Dr. Rodgers asked students to solve problems and then gave them prompt feedback on how they approached the problems—rather than simply giving them a grade. It was a low-pressure way to help students see what skills needed improvement and what concepts they needed to better understand. This research-based strategy worked—but only as long as students were watching the lecture videos. Otherwise, the feedback simply indicated that a student wasn’t prepared.

Taking this one step further, she implemented a system of grading based on the feedback that she had seen colleagues at Maret use. Instead of giving students one grade for a test covering all topics in a unit, she gave targeted feedback on specific skills and content knowledge. For example, a student might earn a 4 out of 5 score for creative problem-solving and a 5 out of 5 for being able to determine acid-base equilibrium or a 3 out of 5 for correctly applying Le Châtelier’s Principle.

Dr. Rodgers was getting closer to her goal of helping every student in the class maximize their learning, but students mastered the material at different rates. Moving everyone through the same material at exactly the same time wasn’t ideal, and students didn’t always do all of the practice work that they needed. Then, she saw an article written by co-founder of the MCP, Kareem Farah. Dr. Rodgers recognized many of the ideas she was trying to implement and noticed that the MCP had a five-week summer institute for teachers. She spoke to Science Department Chair Reyna Pratt about attending.

Ms. Pratt had been interested in differentiating instruction in the classroom and saw how the MCP model could benefit students in Physics with Algebra (Grade 9), Optics and Modern Physics (Grades 11–12), and Electricity and Magnetism (Grades 11–12). She thought it would help her more effectively reach all of her students in those classes, no matter what their prior science classes had been, the effect that the pandemic had had on their learning, or their math proficiency. Soon, Meagan Buczek, her Physics with Algebra partner, was on board as well.

The five-week MCP Summer Institute that the teachers attended was just the start of putting all the pieces together and building a meaningful progression of concepts, skills, activities, and assessments that would help students to work through challenging curriculum and gain a deeper understanding of themselves as learners. Key to the success of MCP’s instructional model is a flexible lesson-tracking tool that helps keep students on course and accountable. It is the equivalent of having teachers open up their lesson planners for the students to access. Students know the plan and goals for the whole unit: there are no surprises.

Opening Up the Lesson Planner

With this transparent approach, students can see how each topic is broken down into manageable chunks of information, practice problems, proficiency checks, labs, and summative assessments.
ROB BARNETT: FROM MARET TO MCP

Rob Barnett taught and coached at Maret before going on to law school and eventually becoming the co-founder of Modern Classrooms Project (MCP). He credits his experience as a long-term substitute at Maret with sparking his interest in teaching. “The opportunity to teach at Maret was my first opportunity to lead a classroom of my own, and I absolutely loved it. I loved working with young people, learning from my colleagues, and participating in the life of the school community.”

His favorite memories from Maret are the puzzles passed around in the Math Department. “My colleagues, my students, and I would think and laugh and enjoy problem-solving together. It was great to be part of a workplace where having fun solving problems was literally the job.”

As planned, Mr. Barnett headed to law school after teaching at Maret, but law would not become his career path. He reflects, “Teaching can be intensely stressful, but it is also a set of moments of great joy: often exhilarating, often inspiring, and always engaging. I found law interesting, but it did not inspire me the way that working with young people did. I went from Harvard Law School to DC Public Schools, and I have never looked back.”

Returning to the classroom, he saw capable students with the desire to learn and succeed. He also saw the ways that traditional methods of teaching fell short in meeting the needs of many learners. Working with students and other teachers, he explored models of blended learning. He then teamed up with colleague Kareem Farah, and they developed the strategies that became the MCP model.

Mr. Barnett and Mr. Farah started by establishing a non-profit and raising enough money to train eight of their colleagues at Eastern High School in 2018. The next year, they trained 25 teachers in DC and Virginia. Then, in 2020, “democratized” with COVID, and they trained more than 700 teachers. MCP has continued to grow, reaching 6,000+ teachers and educators in more than 200 schools and districts. Now, Mr. Barnett and Mr. Farah are helping educators from around the world re-examine their teaching and better meet their students’ needs every day.

Mr. Barnett is his brother Sue Barnett ’12 and Nora Barnett Lieberman ’99. Learn more: modernclassrooms.org

the benchmarks that they must meet to stay on pace and be ready for summative assessments. This way, they can more easily take ownership of the learning process. Teachers can also modify the plan as needed.

This careful sequencing of lessons and assessments takes hours of preparation with the help of a lesson-tracker and her students much more quickly and knew what kind of support each student needed just a few weeks—rather than months—into the year’s class.

According to Ms. Buzek, the ninth graders learned how to pace themselves with the help of the lesson-tracker and her regular check-ins with them. The one-on-one time was also critical in helping her students develop foundational skills in math and physics.

When Ms. Pratt compared this year’s assessment results in Physics with Algebra to last year’s results, she saw that this year’s class averaged a full letter grade point above last year’s class, doing better on all topics except the first topic of the year. In addition, every ninth grader completed every ungraded practice assignment, (the formative assessments) ensuring that they were better prepared for the graded (summative) assessments.

Dr. Rodgers saw her students develop self-motivation and more self-directed collaboration skills. They used each other as resources and worked on solving problems together, instead of looking to her for all the answers. “Students are also learning how to learn chemistry, which is so important for even more difficult classes,” she adds.

Students who worked ahead of pace in Electricity and Magnetism class said they enjoyed the self-paced nature of the class. Knowing exactly what they needed to do to reach the benchmarks was a plus, and having all the videos online made it easy to review material. Being able to pace themselves, instead of following the pace of the rest of the class, also reduced stress for some students.

On the downside, some students in all of the classes initially pushed back on the idea of video lectures. It reminded them of Zoom school during the pandemic, and they missed spontaneous discussions with the opportunity to ask the teacher questions immediately. For other students, it didn’t feel natural to reach out to peers for help, and working by themselves felt like a grind.

Teachers responded to these early complaints by adding some structured whole-class and small-group activities to augment the labs and complement the self-paced flow of the class. Over time, students began to appreciate the value of working through problems together in small groups, rather than relying solely on the teacher.

Students who worked ahead of pace in Electricity and Magnetism experienced both pros and cons. Anna Smith ’23 sees it this way: “Part of what makes our class get ahead so often is everyone’s really interested in the material, and when you’re ahead you can also let yourself breathe and take a break to digest the new stuff and really enjoy it.”

If he had the chance to take the class again, Art Ben-Ami ’23 wouldn’t speed ahead. He valued the time collaborating with classmates on problems: “If you’re too far ahead of everyone else, then you don’t really get to talk to other people about the problems. You’re struggling with them yourself.”

By midyear, some of Dr. Rodgers students in Advanced Chemistry who had had a tough time at the beginning of the year reflected that learning into the challenges of more independent and collaborative learning helped them build important life skills.

While some students were still wishing for a more traditional, lecture-based class at the end of the year, teachers are committed to implementing course improvements that will combine the most effective strategies. After all, the willingness to build on what has worked in the past and combine the most effective strategies.

Crucially, the approach isn’t one-size-fits-all dictate but rather a broad set of principles that allow teachers to use materials that they have always used and build in a range of instructional approaches that work for their individual classes.

/ 24 / MARET

Spring 2023

Spring 2023 / 25 / MARET
AIRBORNE!

Spring Fling ushers in the final weeks of the school year with the promise of summer vacation right around the corner.
What drew you to Maret thirty years ago?
When I came to Maret’s campus to interview, I knew Maret was the right place. Afterwards, when I got off the plane in Hartford, my husband, Mark, took one look at me and said, “Oh, you fell in love.”

What I fell in love with are things I still so value at the School. At my first meeting with the Faculty Search Committee, one of the teachers said, “Hold on one second, Marjo, we have to talk about this kid who’s in trouble.” They talked about the child so appropriately, asked if I had any opinion, and then began the interview. Maret always puts children at the center of the discussion.

I was also struck by the international feel of the School. People from all over the world had chosen to enroll their children here. And, there was a lack of arrogance among the faculty; the attitude was, “We’re good, but we can always do better.”

How have you seen independent schools change since you began your career?
When I came to Maret, we didn’t have counselors. We didn’t have learning specialists. The same was true at many other schools. I became Director of College Counseling at [Buckingham, Browne, and Nichols School] without any background. I was thrilled to get that challenge, but I don’t think that I would be hired today.

There is a rising pressure to professionalize all aspects of school life. I don’t argue with this; teachers should really know pedagogy, and we should have trained professionals leading programs in our schools. But, this does add a huge cost to education, and sometimes taking a chance on someone who might have the right qualities or skills but not all the experience can open up a different way of looking at things.

There has also been a facilities race among schools. The Maret sisters started with very little and did a lot. It has been really important to upgrade Maret’s facilities in essential ways to support the School’s educational program, but we weren’t going to put a Starbucks in the student center.

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Looking Back

SPOTLIGHT ON

The Individual and Connectedness /

LOOING AHEAD

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How have you seen independent schools change since you began your career?
When I came to Maret, we didn’t have nurses. We didn’t have an athletic trainer.
What are some of those upgrades you have shepherd at Maret? I remember my first years watching the musicals at Maret. They were magical, but I was in the front row. We needed a theatre where everyone in the audience would have a good view of the stage. That was an essential change. Our athletes needed a weight room, not just an empty classroom, where everyone in the audience would have a good view of the stage. That was another essential change.

What are some of the biggest challenges that Maret has faced during your time as Head of School? Maret has faced many of the same challenges other independent schools have faced. When I first came, it was pretty clear that there were opportunities for Maret to grow and that we would be able to capitalize on the strengths of the School and increase our enrollment. In doing so, we needed to renovate and expand the campus, go through the ICA, and meet other kinds of growth challenges. Those were sexy problems to solve.

Being in DC—in the national spotlight—during 9/11, the anthrax attacks, and the DC sniper spree was a different kind of challenge. It was hard because our kids, as well as our parents and faculty, were living in a period of fear and violence. And that continues in other times of concern, more recently during the pandemic and the January 6 riots at the Capitol.

Does it go without saying that the COVID pandemic was one of your most difficult challenges? Absolutely. A crisis that’s really serious is usually not one thing. For Maret, the 2019–20 school year was extraordinarily difficult. After a fairly calm fall, we had decided to do a thorough independent investigation into past misconduct, and that report came out in the fall of 2019. At the same time, what we thought would be a simple extension of the Jellet field agreement with the city became hugely contentious, and that was very hard for about six weeks.

Add to that the closing of school in March due to COVID, the death of George Floyd and a country struggling with hate crimes, a reckoning with racism in our own community, and then trying to maneuver through all that in the isolation of our homes. It was extraordinarily painful and difficult.

Managing not only everybody else’s angst but my own sense of loss was also a huge challenge.

Switching gears, what has helped you grow in your time as Head of School? Definitely my colleagues. The intellect, professionalism, and humanity of the people I have worked with have stretched me every day.

What are some of the most important lessons you have learned during your time at Maret? One of the lessons I have learned has to do with receiving feedback. I try to sit back, truly hear it, pause, reflect, and not respond right away. When you hear criticism, your first instinct is to explain yourself. If you sit with it and analyze it, you’re hearing better what the other person said.

I’ve also learned to say “Yes, and...” to validate what somebody has said. If you add a “but,” it takes away or minimizes the validation. If you can expand on what the other person is saying, it allows both perspectives to be seen as a part of the whole and creates common ground.

Another lesson that I’ve learned over many years is that people have different chapters in their lives. When I came to Maret, I understood that about children and adolescents, but I’ve come to recognize the many stages of adulthood, too—gaining a partner, having children, sending those children to college, losing a parent. Recognizing these stages and taking them into account is really important when working with faculty who stay a long time, which we hope that many faculty do.

What has been your greatest joy on the job at Maret? I find great joy in being on this campus with these kids. In the cafeteria I saw one of our fourth graders go up to a member of our kitchen staff and ask, “What is your name?” The validation. If you can expand on what the other person is saying, it allows both perspectives to be seen as a part of the whole and creates common ground.
There are moments of joy every day at Maret. I have been going 60 miles an hour ever having to always negotiate between them and follow a thoughtful process of moving forward.

What will happiness look like for you in retirement? I have been going 62 miles an hour ever since I was a little kid. So, happiness will be finding comfort in unplanned time. Personally, happiness will also be spending time with my extended family without having to always negotiate between them and my job. I expect to be doing some kind of work, but not at the same pace!

What memory or memories of Maret will you cherish most? I have loved being in the middle of a crowd at a basketball game at AU or on the sidelines of a football, soccer, or baseball championship and seeing the sea of green from Maret.

I will remember dealing with some really tough issues alongside leadership, the Board, and outside experts and having somebody crack a joke and us all laughing together. Even in the hardest situations, I’ve had a team that I really trust.

Ms. Talbott nurtured academics, arts, athletics, and student-support programs as she strengthened community and built on the School’s traditions. She sustained Maret’s exceptional faculty by moving salaries into the top quartile of peer schools and increasing professional development opportunities.

She also cultivated an extraordinary Board of Trustees who helped her lead the School forward. During her tenure, the Maret Parents Association, Alumni Council, and volunteer involvement flourished, expanding the culture of participation and creating a more inclusive community.

Since 1994, Maret’s facilities have expanded by more than 50%, and nearly every space on campus has been renovated. The new fields will further expand the School’s facilities. And, the endowment has grown from $379,343 to over $37 million, increasing financial aid and faculty salaries and launching leading-edge programs.

During her tenure, Ms. Talbott’s leadership, Maret deepened its relationship with Washington, DC, the School’s home since 1911. She brought Horizons to Maret’s campus, ensured the School’s external community engagement program flourished, and forged partnerships with organizations around the city to upgrade and share much-needed athletic fields.

The going was not always easy, and unforeseeable events presented significant challenges. But, Ms. Talbott’s strong and steady hand helped Maret navigate the impacts of local, national, and international crises, as well as those closer to home like the Academic Center fire of 2003.

Her leadership has been transformative not only for the institution but also for generations of students, families, and faculty. Notes of encouragement on students’ report cards; mentoring of faculty; a commitment to diversity, equity, and community; an open door for parents; a true partnership with the Board; and tours across the country to stay connected with alumni are just a few of the ways she has woven our community together and moved the School forward with vision, care, and joy. For all she has done for Maret, we salute her.
ENROLLMENT THEN AND NOW

<table>
<thead>
<tr>
<th></th>
<th>1994</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Students Enrolled</td>
<td>500</td>
<td>650</td>
</tr>
<tr>
<td>Percent Students of Color</td>
<td>15%</td>
<td>52%</td>
</tr>
<tr>
<td>Financial Aid Budget</td>
<td>$545,275</td>
<td>$5,000,000+</td>
</tr>
<tr>
<td>Percent Students Receiving Financial Aid</td>
<td>11%</td>
<td>25%</td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>46%</td>
<td>12%</td>
</tr>
<tr>
<td>Accept to Yield Rate</td>
<td>47%</td>
<td>75%</td>
</tr>
</tbody>
</table>

2000 / Maret becomes the first site in the now multi-school Horizons Greater Washington program, a tuition-free academic and enrichment program serving public and charter school students in families from underserved communities in Washington, DC, and Maryland.

2003 / Maret receives an Educational Leadership Grant from the Edward E. Ford Foundation to launch a Service Learning Institute for independent school educators and continue to build Maret’s own service learning program “into a national model for other schools.”

2005 / Phase Two of the Master Facilities Plan is completed. Maret enjoys a new Lower School, a theatre, and an art wing; a science hub with physics and biology labs; expanded cafeteria, college counseling, and administrative spaces; enhanced music classroom spaces; and greater accessibility.

2006 / At summer meetings led by Ms. Talbott, Maret faculty begin to formulate the Essential Questions, which continue to guide our curriculum and teaching.

2007 / Ms. Talbott and the Board of Trustees lead the community in the next planning exercise, resulting in Framework for the Future, Maret’s third strategic plan.

2008 / With the help of a generous grant, Maret establishes the Case Institute for Curricular Innovation and Excellence, a professional development program and educational incubator that allows Maret teachers time to collaborate and integrate the best educational research and practices into their classrooms. In the inaugural year, 20 teachers tackle five different projects.

2010 / Technology at Maret moves to the next level with the addition of an instructional technology coordinator, upgrades to the School’s technology infrastructure, and the reconfiguration of the Fisher Library and Center for Inquiry.

2010 / Seeing the success of Horizons@Maret, Ms. Talbott spearheads the effort to encourage other local schools to join the program. St. Patrick’s and Norwood become host sites, and Horizons@Maret becomes Horizons Greater Washington.

2011 / Maret celebrates its 100th year anniversary with a yearlong Centennial Celebration.
### OPERATING BUDGET: FUNDRAISING INCOME THEN AND NOW

<table>
<thead>
<tr>
<th>Year</th>
<th>Endowment Income</th>
<th>% of Operating Budget</th>
<th>Annual Fund</th>
<th>% of Operating Budget</th>
<th>Scholarship Gala</th>
<th>% of Operating Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993–94</td>
<td>$17,370</td>
<td>&lt;1%</td>
<td>$200,000</td>
<td>3%</td>
<td>$57,000</td>
<td>1%</td>
</tr>
<tr>
<td>2022–23</td>
<td>$2,135,866</td>
<td>6%</td>
<td>$2,000,000</td>
<td>6%</td>
<td>$780,000</td>
<td>2%</td>
</tr>
</tbody>
</table>

1. Includes proceeds from the Fête
2. Includes restricted income
3. Reflects budgeted, not final, amount

Maret has lessened its dependence on tuition thanks to the community’s generous support of the Annual Fund, the Scholarship Gala, and capital and endowment fundraising campaigns. In 1994, tuition and fees accounted for 92% of the operating budget, today that figure is 82%.

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### 2010s continued

- **2012** / The Davies Exposure and Enrichment Program (DEEP) is established to provide comprehensive support to Davies Scholars as they enter Upper School. The three-week summer program is so successful that it expands to include any new student who would like to attend.

- **2012** / Deepening the Discussion About Race, a four-day seminar, is offered as part of the Case Institute for Innovation & Excellence. By 2015, Deepening the Discussion About Race becomes standard training for all faculty members.

- **2013** / Ms. Talbott supports the revamping of Closing Ceremony and establishes the Core Values Awards.

- **2013** / With colleagues from Stanford Online High School and Hopkins School, Ms. Talbott pioneers the development of the Malone Schools Online Network (MSON), which expands upper-level curricular offerings using leading-edge technology for synchronous online classes, bringing together students and expert teachers from across the country.

- **2014** / The Board and Faculty Equity Task Force is created, and a new mission statement is crafted that affirms Maret's commitment to equity and inclusion.

- **2014** / The DaviesExposure and Enrichment Program (DEEP) is established to provide comprehensive support to Davies Scholars as they enter Upper School. The three-week summer program is so successful that it expands to include any new student who would like to attend.

- **2015** / Maret completes the next Master Facilities Plan with renovations to the Development, Communications, and Alumni Offices, the Arts Building, Woodley, and the Lower School Playground. Additions include the AB Conference Room, the Alumni Foyer, and the fourth floor of the Academic Center.

- **2016** / Ms. Talbott and the Board of Trustees lead the community in the next planning exercise, resulting in Strategic Directions, Maret's fourth strategic plan.

- **2017** / Ms. Talbott and the Board of Trustees lead the community in the next planning exercise, resulting in Strategic Directions, Maret's fourth strategic plan.

- **2018** / Creation of the Athletic and Wellness Center is completed. New weight rooms, a trainer's room, a movement studio, and banks of solar panels enhance the School's programs and environmental sustainability.

- **2019** / Ms. Talbott leads Maret in confronting reports of past adult misconduct and, with the Board of Trustees, initiates an outside investigation so that the School and community can heal and establish preventative systems and programs.

- **2020** / Maret launches a comprehensive, leading-edge K-12 Wellness program.

### 2020s

- **2020** / Maret is awarded an Educational Leadership Grant from the Edward E. Ford Foundation to further the School’s institutional research program and establish the Center for Institutional Research in Independent Schools (CIRIS).

- **2020** / Maret signs a 50-year lease with the Episcopal Center for Children in Chevy Chase, MD, to create a multipurpose athletic field and baseball diamond, completing Maret’s decades-long search for additional, permanent playing fields to support the School’s mission and student-athletes.

- **2021** / Ms. Talbott completes her remarkable 29-year headship of Maret.
LEARNING FROM ABBY BONDER BLUESTONE ’99 AT THE WELL AT OXON RUN

Abby Bonder Bluestone ’99 hosted a group of Upper School students at The Well at Oxon Run, an intergenerational farm and community wellness space run by DC Greens. DC Greens is a nonprofit that works to advance health equity and improve food education, food access, and food policy in DC through transformational systemic change initiatives.

YETUNDE SAPP ’17 INSPIRES UPPER SCHOOL ART STUDENTS

In February Yetunde Sapp ’17 returned to campus to speak with Upper School students about her art and activism. She shared stories about her creative journey, answered questions about her past and current work, and connected with students one-on-one. The mural she painted of Breonna Taylor in downtown DC in 2020 was part of The Utopia Project exhibit at the Smithsonian’s Anacostia Community Museum November 1, 2022 through March 1, 2023.

A NEW FILM BY STEPHEN BELBER ’85 HITS THE BIG SCREEN

Steve Belber ’85 wrote and directed What We Do Next, a film that Frank J. Avella of Edge Media Network describes as “riveting” and the “best early release indie of the year.” Alumni had the chance to view the 77-minute politically charged thriller at the Regal Majestic Theater in downtown Silver Spring, MD, when it was released on March 3. The film stars Corey Stoll (House of Cards, Billions), Karen Pittman (The Morning Show, Disgraced), and Michelle Veintimilla (Gotham).

THOMAS LOWE ’21 PERFORMS IN DC

Thomas Lowe ’21 returned to DC with Yale’s underclassman a cappella group, The Spizzwinks. On January 12 at St. Patrick’s Church, they brilliantly entertained the audience—which included numerous Maret alumni and past parents—with their unique brand of music and humor.

COLIN McCLIMANS ’07 HOSTS GREAT AMERICAN BAKE-OFF ISW

Middle School students in the Great American Bake-Off ISW had the opportunity to visit Colin McClimans ’07 at his new restaurant, Opal, on Connecticut Avenue. Under Colin’s expert direction, students learned how to make pita bread in Opal’s kitchen. Math teacher Mike Hammond ’03 led the popular ISW and helped arrange the special visit.
LOS ANGELES. Held on February 20 at the Beverly Hilton, more than 50 guests joined Ms. Talbott and Director of Alumni Giving and Programs Dana Tignor ’99 for a fun and festive poolside evening. Former Board President Bruce Keiner P’98, ’04, and Sandy Bainum P’10, ’13 offered heartfelt toasts celebrating Ms. Talbott’s impressive tenure and her last Maret in LA event as Head of School.

NYC. Rain could not keep a large, gregarious crowd of alumni, parents of alumni, former faculty, and friends from gathering on November 15 for the annual reception at longtime favorite Tavern on the Green in New York City. Amidst the reminiscing, Director of Lower School Chris Appley 98 gave a tribute in honor of Head of School Marjo Talbott. Afterwards, Marco Santarlasci ’11 performed one of Ms. Talbott’s favorite songs, Jeff Buckley’s version of “Hallelujah.” Thanks to Jim Caste ’81 for making it such a special night and to Yetunde Sapp ’17 for photographing the event.

Regional EVENTS

LOS ANGELES

Jalen Ford ’19, Chloe Kohlhoss ’19, Ava Burka ’19

Roderic David ’10, Vita Amore ’11

Casey Hager ’14, Drew Reid ’13

FROGS FOREVER (Thanksgiving) FRIDAY

Taking advantage of travel to DC for the Thanksgiving holiday, Maret welcomed community members from near and far on Friday, November 25. Alumni, former faculty members, friends, and families gathered on campus for the traditional day-after-Thanksgiving alumni soccer and flag football games, as well as other family-friendly activities. This year, an alumni band jam session was added to the line-up—special thanks to Max Burka ’21, Brian Ellis ’21, and Isaac Taylor ’21 for the idea.
ALUMNI DATA DASHBOARD NOW ONLINE

For the past five years, Maret has surveyed seniors right before they graduate and alumni two and five years out. Surveys have asked graduates to rate their preparation for college in both discipline-specific and cross-disciplinary skills, and to give feedback about their broader experience at Maret. Graduates are also asked about their post-graduate experience including their college major, satisfaction with their college experience and, in the case of respondents who are five years out, their post-undergraduate career or study plans.

The results of these surveys are now available online through an easily accessible dashboard. In March, Director of Institutional Research Eric Heilman visited with the Alumni Council at its quarterly meeting to show them the new dashboard and give an update on how the School is using data collected from students, parents, faculty, and alumni, to enhance the student experience at Maret.

Mr. Heilman reported several highlights and opportunities indicated by the data and noted that alumni feedback led to increases in computer science offerings and helped shape the School’s K–12 wellness program. Maret has also been collecting data from surveys to current students, faculty, and parents. This data was made available to these community members last fall.

Alumni can access additional alumni survey results on the Maret website by using the QR code and passkey on the next page.

Preparation for College in Discipline-Specific Skills: Five Years Post Graduation

<table>
<thead>
<tr>
<th>College Majors</th>
<th>CLASSES OF 2013–2017</th>
</tr>
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<tbody>
<tr>
<td>Business</td>
<td>8.7%</td>
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<td>Education</td>
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<td>English</td>
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<td>Government</td>
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<td>History</td>
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<tr>
<td>Media</td>
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<td>Performing Arts</td>
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<tr>
<td>Philosophy</td>
<td>3.4%</td>
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<tr>
<td>Regional Studies</td>
<td>3.3%</td>
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<tr>
<td>STEM Math</td>
<td>2.5%</td>
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<tr>
<td>STEM Biology</td>
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<tr>
<td>STEM Chemistry</td>
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<td>STEM CompSci</td>
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<td>STEM Engineering</td>
<td>4.9%</td>
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<td>STEM Env Science</td>
<td>2.5%</td>
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<tr>
<td>Social Science</td>
<td>19.3%</td>
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<td>Visual Art</td>
<td>4.7%</td>
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</tbody>
</table>

In almost every discipline, alumni gave very high ratings for their academic preparation for college. Their feedback regarding the development of writing skills is especially positive. Lower ratings in computer science preparation have inspired the creation of new opportunities in the curriculum. As a result, Maret now offers computer programming starting in Kindergarten and has adjusted graduation requirements to allow students to pursue more computer science electives. The School will track scores in these areas as students who have experienced the new curricula begin to graduate.

THE SCHOOL TRACKS THE COLLEGE MAJORS that our graduates pursue and looks at our program in light of current trends. Data can be sorted on the new dashboard by gender, which reveals, for example, that the numbers of male and female alumni reporting that they majored in a STEM field are similar (at male, 35 females). Graduates pursue and looks at our program in light of current trends. Data can be sorted on the new dashboard by gender, which reveals, for example, that the numbers of male and female alumni reporting that they majored in a STEM field are similar (at male, 35 females).

Other Highlights

- Alumni report having felt known by faculty and having had a trusted adult on campus while at Maret. Their ratings are consistently high, hovering around 4.5 out of 5.
- Overall, alumni report that Maret has helped them learn to understand and empathize with students who have different backgrounds from their own, with scores right around 4 out of 5.
- Ratings for preparation in cross-disciplinary skills such as time management, study skills, creative problem-solving, and self-advocacy are strong in almost every area.
- Alumni report high satisfaction ratings for their college experience, reflecting the good work that the college counseling team does in finding schools that are good matches for our graduating seniors.

In 2017 Strategic Directions helped launch Maret’s institutional research program with Eric Heilman at the helm. In recognition of the program’s strong foundation and the School’s interest in sharing its successes with other independent schools, the Edward E. Ford Foundation awarded Maret an Educational Leadership Grant to support its own research program and to establish the national Center for Institutional Research in Independent Schools (CIRIS). Maret continues to forge ahead, conducting actionable, mission-centered research program and developing quantitative literacy throughout the community.

Access the alumni data dashboard at bit.ly/FrogsDashboard Passkey: FROGS21
CONGRATULATIONS TO MARET’S 2023 DISTINGUISHED ALUMNI

Travis Allen ’93 and Mark Odom ’83

With this award, Maret celebrates outstanding alumni leadership and accomplishments at local, national, and global levels. The Distinguished Alumni are honored annually at Reunion.

Travis Allen ’93 is a Managing Director overseeing AB Bernstein’s private wealth practice in DC, Maryland, Virginia, and North Carolina. He is based in the Washington, DC, office and is a 25-year veteran of the firm. Until recently moving to the Managing Director role in early 2023, Travis served as a Senior Investment Strategist and National Director of Purpose Driven Strategies where he was a member of Bernstein’s Investment Strategy Group (ISG), the investment decision-making body for the private client business.

Travis held several leadership roles in the ISG, which oversees strategic asset allocation for high-net-worth, nonprofit, and family office clients. He led the efforts to design and build the Private Wealth ISG, responsible for fine-tuning investment platforms from its inception to $6.5B in assets. He also spent years overseeing the asset allocation advice for mission-driven foundations and endowments, as well as Cash Balance-retirement plan clients. He joined the ISG in February 2012. Travis also spent 10 years as a member of Alliance Bernstein’s global Responsibility Steering Committee and served on the firm’s Controversial Investment Committee from its inception to 2022. Travis held several leadership roles in the ISG, which oversees strategic asset allocation for high-net-worth, nonprofit, and family office clients. He led the efforts to design and build the Private Wealth ISG, responsible for fine-tuning investment platforms from its inception to $6.5B in assets. He also spent years overseeing the asset allocation advice for mission-driven foundations and endowments, as well as Cash Balance-retirement plan clients. He joined the ISG in February 2012. Travis also spent 10 years as a member of Alliance Bernstein’s global Responsibility Steering Committee and served on the firm’s Controversial Investment Committee from its inception to 2022. Previously, he was a member of Maret’s Board of Trustees (2021) and also serves as a member of the Wealth Strategies Group, serving as an analyst and a senior analyst before becoming a director in 2011.

Travis earned an MBA in finance at the University of Maryland and BA in organization, behavior, and management at Brown University. He is a former trustee and head of the Investment Committee of YouthBuild USA and the Kingman Boys & Girls Club.

Travis has been giving back to Maret in various volunteer roles as an alumnus and parent since his own graduation. Most notably, he served on Maret’s Board of Trustees from 2007 to 2011 as Alumnus Council Representative, Treasurer, and Secretary. He and his wife, Paloma Adams-Allen, live in his native Washington, DC, with their two daughters, Priya Allen ’23 and Emilee Allen ’27.

Mark Odom ’83 is a Managing Director and a Highly Qualified Expert-Senior Mentor for the Department of the Army. He provides experience-based coaching and advice to senior military officers and staffs and also serves as a member of the Wealth Strategies Group, serving as an analyst and a senior analyst before becoming a director in 2011.

Mark graduated from Middlebury College in 1987 and subsequently earned an MA in defense studies from King College London (2005) and an MS in national security and strategic studies from the National War College (2012). He was awarded an Honorary Doctorate of Laws from Middlebury College in 2009 and returns often to his alma mater as a guest speaker in the classroom. Since 2017, Mark has also been a member of The Council on Foreign Relations, a nonpartisan think tank dedicated to helping others understand the foreign policy choices facing the US and other countries.

As an alumnus and parent of Kate Odom ’19, he has remained very close to his alma mater and has occasionally returned to campus over the years to meet with current students. In his spare time, Mark enjoys running, reading, and spending time with his wife, Elizabeth, daughters, Kate and two dogs, Gatsby and Zelda. A Washington, DC, resident, he looks forward to escaping with his family for several months of the year to their second home in the Green Mountains of Vermont.

Rebecca Kaiser Gibson ’64 has turned to fiction for the first time with her debut novel, The Promise of a Normal Life.

Sharif Mitchell ’02 launched his own real estate investment management firm, Northern Liberties, which is focused on acquiring and preserving workforce housing around the country.

Lynn Farquhar ’17 “biyaked” 6,500 miles across 22 states and two Canadian provinces. The story of her family’s adventure was recently published by the Chesapeake Bay Foundation.

David Reiner ’99 is a senior rabbi in Connecticut.

Rinad Beida ’99 became Chair and Ralph Seal Paffenbarger Professor of Medical Social Sciences at Northwestern’s Feinberg School of Medicine.

Paul Wasserman ’10 is stationed in Shanghai, China, for the next two years with the US Department of State.

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VINTON DOVE

I read of the passing of Tony Holbert. It is quite difficult to continue reading. Even at the tender age of 74, I don’t expect my friends to be passing. Several of my local Indiana friends have passed, and it becomes very difficult to accept the passing of lifelong friends like Tony. I think back to when we were young, and it seems like yesterday when I last saw him. He is not alone, since several of our Maret Class of 1961 have passed recently, and doubtless there will be more of us in the near future. But on to happier news! My wife, Patricia, and I are lucky to have two boys, and one of them has three grandchildren. They are all the pride of our lives. Our grandchildren are out of high school and working through college. I retired and sold my CPA practice back in 2011, and Pat retired in 2015 from the Park-Tudor School (Indianapolis’s equivalent of Maret) where she was the librarian. My sister, Donna Vinton ‘64, left those three girls big shoes to fill in 1993, when she died, and they are fantastic! The oldest, Lilia, is working as a translator and has a little girl named Netanyahu. Nicole is an officer and career soldier in the Army, and Holly, who has a little girl named Guida, is a chiropractor with her own practice in Delaware. So all three of Donna’s children are professionals and are doing very well.

My brother, Richard Dove ‘66, recently retired from teaching at McPherson College in Kansas and now lives about 100 miles from us in northern Indiana.

Rebecca Kaiser Gibson

Tony. I think back to when we were students at Maret, Rebecca Kaiser Gibson ‘64 and her new book, The Promise of a Normal Life continue reading. Even at the tender age of 78, I don’t expect my day to be spent trying to find myself in the San Francisco Bay Area, empty me, and we will catch up a glass of wine. Lord knows we have more than enough to share.”

Betsy Mueller writes, “My family recently bought a very worn and dated cottage (with great bones!), nestled in the woods of Asheville, NC and I attended for a wonderful weekend, meeting people from all parts of Paul’s life as we represented the Maret piece. Roger Danich, after a long and varied career, published a book in November. Vilo and the Doomsday Affair. He encourages everyone to purchase and read it.

Stacy Merwin continues career as career and resumes part time, as well as traveling and visiting parents. We hope we can keep up. Our grandson is a seven-year-old grandson and his sister’s entry into hospice for terminal cancer.

Sheila Munson and Barbara Rowbylish Van Dyke

Greetings to all at Maret, both past and present, are sent by Glen Williams Ormsby. She reports that off, travel, art, guide-dog boarding, and a wonderful boyfriend are her new flit and well, and she shares her life philosophy: “be positive.

Barney Connely says that life is good as its gets older and wiser. His children and grandchildren (10 and seven-year-old grandsons and a one-year-old granddaughter) are all in the Burlington, VT, area “He is amazed that the older we get, the more basic things of life we see and enjoy. There are many wondrous things to ponder” We all tend to wax nostalgic as we look our mid-70s square. Tom McCullough celebrated his most recent birthday with a fall month in Florence, making a dent in sculpture, paintings, fresco, wooden, and metal. He is heaving it up. Having a trip during my 17th year because of COVID, so last summer we went to Co. Wicklow and Iceland (where we saw puffins) Tara Riley and family are setting into their new home in Portland, ME. They loved their time in California but are enjoying the wildlife and golf amazing views. My husband and I a home public health practitioners and policymakers. Tara writes, “More to follow on that once I grasp this math at hand and can better understand the beautiful English coast and countryside. I’ve started working at an independent marketing agency called Art holding. Anything is possible. I’m the old lady on the team, and I can make a fabuleen when they have a client they want to impress with our ‘Extensive Experience.’ I am also quickly becoming the go-to person for personal advice (yes, ‘Dear Patty’) to all the millennials who don’t know what to do with all their angst and dilemmas. Stephen is working on a novel about the underbelly of the crime scene in Salt Lake, and our daughter’s are doing great. Kyle is studying law at Trinity Dublin, and Eili is finishing up a degree in marketing/Spanish at UK. If any Frogs are in our neighborhood, we would love to welcome you to our home. Plenty of room, and, of course, a good American coffee awaits in the garden … if it’s not raining.”

Sarah Silbert writes, “Hello Maret! I’m settling into the Green Mountains of Vermont on a wild and stormy day with Bobcat, bird, etc. I’m raising my three kids here on a homestead and am still working remotely for the company with a mission to use creative writing, activism, and public health practitioners and policymakers. Tara writes, “More to follow on that once I grasp the math at hand and can better...”
Maureen Forman Donnelly ’90 and her family

Sarah Oldham Villafana ’91 and her husband and children

Hawaii volcano

Rebecca Carmichael-Boudreaux ’90 and her partner, Don, competing for Best Pie on Good Morning America

Damon McClure ’90 and his wife, Simi

Erika Olsen Tait ’90 and her husband, Phil, visiting Denmark in 2022

Describing it all: I hope everyone is well out in this big, wide, wonderful (and tragic) world.

Speaking of Mars, Damon McClure bought the Hope General Store in Hope, ME, four years ago. He and his wife, Simi, love being in the center of this tiny town near Camden/Rockport (on the way to Acadia National Park). Damon spends his days slinging pizza and spending his evenings fishing when he can. Pete Jones and his family visited this past summer. Damon encourages everyone to stop by and check them out in Hope if you head that way.

Finding up with the corporate standard, Erika Michels started working for a nonprofit—ICAST—last year. She also plays travel hockey out of my book club and walking around in the mountains, Becca Carmichael-Rockville and is a complete Harry Potter fan.

Abby Bonder Bluestone

It’s been a minute since the Class of ’99 had robust class notes. My bad! But here are some updates from a few of our classmates.

Kelsey Hubbard Adams, reports, “It was a busy year for me, my husband, and a half. Chris and I tied the knot in October 2022, and were able to celebrate with friends and family and our sweet daughter, Lyla. We are working as a social-emotional instructional coach for Buncombe County Schools and live in Asheville, NC.”

Andy Dickerson has moved to Bushwick, Brooklyn. He reports, “I haven’t written a book, a play, or recorded an album during the lockdown like Taylor Swift, but I made LIFE—my soundboard starter which is going strong, as is my propagated ZZ Top! Looking forward to seeing you all soon at our 25th reunion.” Which reminds me, get our 25th reunion on your calendars. It is only one year away!
David Reiner ‘99 and his growing family


Liza Hammond

Nathan Berger writes, “Joe and I got married, after almost seven years together, on July 23, 2022! It was a truly wonderful and unforgettable weekend, and we were fortunate to have so many close friends and family with us. The Maret group was sizable, and we had alumni from six different graduating classes in attendance.”

Molly Palmer Cowan

Carly Cloud became Assistant Director of Communications & Media Relations at WAMU 88.5 in January. Carly says that, like many of us, she listened to Morning Edition on her way to school and All Things Considered on her way home. She also moved to the Van Ness neighborhood, which is close to the station, a year-and-a-half ago. Van Ness is the neighborhood Carly grew up in, so she says it’s been a very “full circle” time in her life.

Lizzie Osis

Congratulations are in abundance this year for the Class of 2002.

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Pat Dildine reports, “Nothing crazy new for me. In DC still working for Verizon. . .part of their Bluejays group now, which is like Zoom.”

Erin Vorhees Mayo is still enjoying life in New York City. She writes, “Colette, our new three-year-old, started 3K this year, allowing me an opportunity to jump back into the photo styling work I was doing with Mickey prior to her arrival. We’re very lucky to have my mom across the street! Our eight-year-old, Alden, is a busy second grader, and the two of us spend a lot of time together at his soccer, chess, and swim activities. When there’s a free moment, I still throw pottery at a local ceramic studio. Our home is currently overflowing with pieces I’ve made, and I hope to have the chance to have them shown one day. Hopefully next time I’ll have news on that front!”

David Reiner reports, “Baby Boy Reiner #3 arrived on December 29, 2022. His name is Gabriel (we call him ‘Gav’). Older brothers, Samson (8) and Asher (3.5), are adjusting well, as is baby and mother. It was also wonderful to see Dana Tignor at the annual event in NYC. . .hope to see other ’99ers soon! I am now Senior Rabbi at Congregation Shir Shalom of Winchester and Fairfield Counties. In my spare time, I enjoy changing diapers, exploring the Connecticut Coastline and waterways, and visiting sites in NYC where Mr. Erwin had us sing during our trip many years ago!”

Maiel Tov, Reiner family, on the newest addition!

As for me, Abby Bonder Blustone, I have spent the last four-and-a-half years as the development director for a local nonprofit organization in DC called DC Geeks, which works to improve health equity through the food system. It has been an amazing job, and while there are a lot of achievements to be proud of, I am most proud of the new farm and community wellness space we opened in 2022 called The Wolf at Oxon Run (see p. 38). Whether it’s in person or online, I hope everyone can check it out! I am, however, going to be taking a break from the paid working world for a bit. My husband, K. T. (10) and Violet (5), are doing well, but growing up so fast. So I am going to spend some time with them, my husband, and our dog, and recharge the juices. Could last a month, could last a year. We will see!

Living in DC, I have the great fortune of often getting to see people from our class (and other classes) and find ways of staying connected to Maret. In the fall I hosted a group of Maret high school students at the farm and regaled them with stories about Maret in the 1990s, including stories about the go-go dances. Pretty sure there is now a petition to bring them back. Carry on about that, Marj!

I also got to see Dana Tignor and her family a ton, which is the absolute best. Over the holidays, I had the chance to catch up with Shooter Starr, Ben Lazarus, and Steve Brown, along with their kiddos, and my family and I went down to South Carolina with Cassie Melzer Pergament ‘98, Adam Pergament ‘98, Eliza Meltzer Gottfried ‘93, Nora Meltzer Abularach ‘95, and Andrew Melzer ‘93 along with our ever-growing extended family, which was a total blast. I also got to see my brother Joe Bonder ‘02 quite a bit and his adorable three boys, Andrew (6), James (3.5), and Oliver (3.5).

And because I have the floor, I want to take this opportunity to brag on my ladies (and ’99 classmaters) — Greta Bradloe Williams and Rinad Beidas — both of whom are paying extraordinary paths in their respective industries. At the beginning of 2022, Greta was named Partner in Charge of Gibson Dunn’s DC office, and Rinad recently moved to Chicago with her family to become Chair and Ralph Saul Professor of Medical Social Sciences at Northwestern’s Feinberg School of Medicine. So proud!

I think this is all I have for now.

Keep sending in notes! ‘99 I love hearing from you all!

LIZ HAMMOND

Nathan Berger writes, “Joe and I got married, after almost seven years together, on July 23, 2022! It was a truly wonderful and unforgettable weekend, and we were fortunate to have so many close friends and family with us. The Maret group was sizable, and we had alumni from six different graduating classes in attendance.”

MARET
December 2020 and a two-legged daughter, Blythe Keating Leibach, in December 2021. Blythe just turned one, is wildly cute in spite of inheriting Patrick’s eyebrows, and tolerates being dragged in a backpack around the mountains near their home. Professionally, Patrick recently started as CEO at a solar development/finance company called Aspen Creek Power after an eight-year stint at another solar developer and is enjoying building out the business when not tucking in his toddler.

Shanf Mitchell and his wife, Alex, reside in downtown Brooklyn, NY, (10 years and counting) with their daughter, Norah (3), and son, Oliver (1). Shanf recently launched his own real estate investment management firm, Northern Liberties, which is focused on acquiring and preserving workforce housing around the country. Through its social impact fund, it has acquired over 1,500 units in the Mid-Atlantic region totaling $340M, and it will continue to increase its acquisitions under management, as the new fund will allow the acquisition of another 5,500 units over the next few years.

Kassandra Margolis and her family, longtime residents of Brooklyn, made the plunge to move to the West Coast as part of her husband, Guido’s, transition from HBO to Apple TV+. Now in year two of LA life, their kids, Laz (fourth grade) and Phoebe (first grade), are thrilled about their new school (and their surfing lessons). Kassandra has established her private practice specializing in maternal mental health. Their precious new pup, Ellie, recently rounded out their LA family.

Mara Fox and Anna Greenberg, Stefanie Christmas, Thad Stanford, Becca Vershoven, Kathryn Hannah and Liza Osius (1) were there. With partners and kids in tow, it was a stunning feat of logistics and gorgeous chaos.

Andr writes, “I’m not usually one for updates, but I suppose I had a big one with my daughter, Norah, recently named the newest addition. Two lifelong indoor kids, we have spent our recent days exploring the outdoors on bikes, hosting rabbit adoption events, and taking care of our recently adopted dog, Trick, a 7½ lb dog that the shelter promises won’t get any larger.”

Hugh Livengood ’03 and his wife welcome their first child, Julian Henry Maret ’03.

MARET Spring 2023 / 52 /
basement. Between projects he continues to find time to travel—most recently to Death Valley and beyond.

Matt Houston ’10 and friends celebrating at his wedding:
Dashi Ted Echverria ’10, Zach Krugher ’10, Sean Johnson ’10, also Rootie ’10, Rachel Kostelman ’12, Matt Houston ’10, Reed Goldstein ’10, Harrison Wallace ’10, Walter Simmons ’12, Josh Kostelman ’12, (front) Lynn Levinson and John Czarniecki ’10

PIÑAT FITZGERALD
Channing Foster recently finished her time doing White House advocacy and is happy to be off the road and back in DC. She began her new job last fall at the lobbying firm Invariant.

Vita Esperança Amore moved from Los Angeles to New York City in May 2022, and is now working at a brand experiential producer at Wasserman Media Group. She is also independently directing and producing visual content and short films that she hopes will reach international film festivals and beyond. Also in the arts, Michael Abbey released his first solo album, Goê En Görê, last October—you can listen to it on Bandcamp, Spotify, and Apple Music. Michael keeps himself busy in Ann Arbor, MI, working at a vintage audio store, staying involved in local politics, and organizing with the Union of Musicians and Allied Workers. Zain Khleif sends her love from sunny Los Angeles, where she recently started working for production and music publishing company Echobend. She is still pursuing a career in acting, and is currently co-producing a feature documentary and narrative short film. And if that wasn’t enough she recently started working for EquityLink, a company that makes it easy for independent musicians to get their music in front of the right people, with the goal of making the music industry more accessible for everyone.

Speaking of engagements, congratulations are also in order for Jamie Progebin ’13 and Derek Foret ’13, who got engaged last spring shortly after receiving her Certified Public Accountant license. Big wins and many more exclamation points all around!

Lynn Farquhar ’17 on the Great Loop

Curtis Nixon ’21, LT Brown ’22, Masai Jenkins ’22, Rece Allen ’21

IN MEMORIAM
The Maret community acknowledges the loss of alumni, parents of students and alumni, and faculty. (Please send notices to dtignor@maret.org.)

ALUMNI
Elizabeth Imrie ’67
Sasha Zients ’11

PARENTS OF ALUMNI
John Korbel, father of Peter Korbel ’00

Alexandra Lyman, father of Greg Lyman ’80 and Geoffrey Lyman ’82

Christopher Ogden, father of Margaret Ogden ’95

Joseph Santarlasci, father of Marco Santarlasci ’11

Earl Silbert, father of Leslie Silbert ’82 and Sarah Silbert ’88

Raymond Smart, father of Jesse Salit ’02, Archie Smart P’24, ’31, and Roland Smart ’93

The Chesapeake Bay Foundation published a wonderful article on a big adventure that Lynn Farquhar and her parents, Anna and Witt Farquhar, completed together while “biking” (a combination of biking and kayaking) 6,500 miles across 22 states and two Canadian provinces. Over the course of several summers, they circumnavigated much of eastern North America on the Great Loop, a continuous water passage across ocean barrier islands, bays, estuaries, rivers, swamps, and canals.

Masai Jenkins was happy to meet up with fellow Frogs when Gartis Nixon ’21, who plays varsity football for Old Dominion University, got tickets for his crew to see the band play Georgia State. Everyone showed up: LT Brown, from Emory University, and Rece Allen ’21 and Masai from Morehouse College.

SOFIE ARON
Marty Strauss is moving to New Orleans in the fall to work at Orleans Public Defenders. He’s excited to begin a career in indigent defense there.

Nick Franchi just returned to his home in Cambridge, MA, after a tour of Switzerland. Nick has been working in Cambridge as the first employee at a startup pet-pharmacy, Koala Health. Koala just went live in DC.

And Jannette Alston got married—congratulations, Jannette!

SASHA ZIETS
Derek Forest writes, “I’m happy to report that my girlfriend, Emily Davis, recently won the 2022 Andrew W. Marshall Paper Prize and was also named an America in the World Consortium Pre-Doctoral Fellow for 2023-24. My most recent honor of note is the gold star I received from my dentist, about which I happily bragged to another dentist. Jamie Progebin”

Julian Schneider passed the California Bar this fall and is now working for a federal judge in California for a year. He’s thinking about law school and was also named an America in the World Consortium Pre-Doctoral Fellow for 2023-24. My most recent honor of note is the gold star I received from my dentist, about which I happily bragged to another dentist. Jamie Progebin”

Jannette Alston married—congratulations, Jannette!

Matt Houston married my husband, Neil Kondamuri, in Charlottesville, VA, in September.

Goldman on Kiawah Island, SC, on October 29, 2022. He is working as the senior designer for Underdog Films that she hopes will reach international film festivals and beyond.

I, Matt Houston ’10 and friends celebrating at his wedding:
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SASHA ZIETS
Derek Forest writes, “I’m happy to report that my girlfriend, Emily Davis, recently won the 2022 Andrew W. Marshall Paper Prize and was also named an America in the World Consortium Pre-Doctoral Fellow for 2023-24. My most recent honor of note is the gold star I received from my dentist, about which I happily bragged to another dentist. Jamie Progebin”

Julian Schneider passed the California Bar this fall and is now working for a federal judge in California for a year. He’s thinking about law school and was also named an America in the World Consortium Pre-Doctoral Fellow for 2023-24. My most recent honor of note is the gold star I received from my dentist, about which I happily bragged to another dentist. Jamie Progebin”

Jannette Alston married—congratulations, Jannette!

Matt Houston married my husband, Neil Kondamuri, in Charlottesville, VA, in September.

Goldman on Kiawah Island, SC, on October 29, 2022. He is working as the senior designer for Underdog Films that she hopes will reach international film festivals and beyond.

I, Matt Houston ’10 and friends celebrating at his wedding:
Dashi Ted Echverria ’10, Zach Krugher ’10, Sean Johnson ’10, also Rootie ’10, Rachel Kostelman ’12, Matt Houston ’10, Reed Goldstein ’10, Harrison Wallace ’10, Walter Simmons ’12, Josh Kostelman ’12, (front) Lynn Levinson and John Czarniecki ’10

Channing Foster recently finished her time doing White House advocacy and is happy to be off the road and back in DC. She began her new job last fall at the lobbying firm Invariant.

Vita Esperança Amore moved from Los Angeles to New York City in May 2022, and is now working as a brand experiential producer at Wasserman Media Group. She is also independently directing and producing visual content and short films that she hopes will reach international film festivals and beyond. Also in the arts, Michael Abbey released his first solo album, Goê En Görê, last October—you can listen to it on Bandcamp, Spotify, and Apple Music. Michael keeps himself busy in Ann Arbor, MI, working at a vintage audio store, staying involved in local politics, and organizing with the Union of Musicians and Allied Workers. Zain Khleif sends her love from sunny Los Angeles, where she recently started working for production and music publishing company Echobend. She is still pursuing a career in acting, and is currently co-producing a feature documentary and narrative short film. And if that wasn’t enough she recently started working for EquityLink, a company that makes it easy for independent musicians to get their music in front of the right people, with the goal of making the music industry more accessible for everyone.

Speaking of engagements, congratulations are also in order for Jamie Progebin ’13 and Derek Foret ’13, who got engaged last spring shortly after receiving her Certified Public Accountant license. Big wins and many more exclamation points all around!
BUILDING MARET’S FUTURE

The Campaign has reached new heights this year, raising $21.5 million to date toward our $25 million goal. Together, we are realizing Maret’s vision for the new fields facility and expanded endowment for financial aid, faculty, and special programs. Join us as we complete the Together We Inspire Campaign for every student at Maret today and for generations to come!

Learn more at maret.org/twi

MINI MARATHON 2013. For many years, fifth- and sixth-grade students headed out to the back field on Marathon Monday—the same day that the Boston Marathon is run—for an early morning run/walk. Math and Science teacher Kiki Sweigart, a marathon runner herself, started the popular tradition. Coach Antoine Williams brought music out onto the field, Athletic Director Liz Hall supplied the chocolate milk and bananas, and students and faculty alike would run or walk, first in one direction and then the other, for an hour. Those who ran for the full hour received a small trophy, but for most, the fun was all about the camaraderie.

From the Archives

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