The GDS community rallied behind our second annual Bengal Paws for Service day on November 14. For the second time, the event was put into the capable and dedicated hands of coordinator Leigh Sudbrink. Her leadership generated an overwhelming response of 405 volunteers who participated in 21 different service opportunities around Greensboro.

The most popular activity was making cards of support and encouragement for the troops and tray liners for the sick and elderly. Leader, Kara Ruffin, with the help of Jan Findley, managed a crowd of 53 people spread out in three rooms. The cards were tucked neatly into the care packages being assembled in the Middle School. The cheerful tray liners were given to Beacon Place at Hospice. Care packages for the troops drew 23 volunteers and plenty of donated goods. The plan was to send care packages to GDS alumnus, Alex Sigmon ’99 serving in Iraq, to US student Nathan Vercaemert’s cousin Christopher in Afghanistan, and to LS teacher Susan Kunar’s relative in Afghanistan. Diane Swords, project leader, felt optimistic that 30 packages would be completed by the end of the day. Our volunteers didn’t just break this goal...they shattered it by completing 150 care packages. Six reservists were on hand to express their deep appreciation for our generosity and overwhelming support of the troops who endure great hardship being separated from their families in service to our country.

Bark for Life, a 1 mile canine walk in Country Park for cancer research, was the second most popular activity. A tag team of Cindy Morris and Tommy Webb led this most obedient group of adults and dogs.

The Upper School Environment Club, under the leadership of Sustainability Coordinator Gareth Griffith, tackled cleaning Woodmere Park. They filled 15 large trash bags of garbage from the park and stream banks — they even recovered an old TV, shopping cart and soggy pillow.

Runners from age 5 to...well we’ll just say adults...signed up for the Free to Breathe 5K Run for lung cancer research. Many of our runners received medals in their age brackets. Stacy Calfo led this group of 37 strong.

Quilting for Project Linus is a passion for Valeria Paterson, who led the group making blankets and quilts for traumatized and sick children.
seagrove potters featured as artists-in-residence

Two Seagrove potters, Meredith and Mark Heywood, were this year’s Middle School Artists-in-Residence. They spent three days in January in our Middle School showcasing their artistic talents, as well as assisting every one of our Middle School students with making a mug. The mugs were sold to raise over $500 for Greg Mortenson’s Pennies for Peace program.

Many of our students have read Greg Mortenson’s book “Three Cups of Tea - One Man’s Mission to Promote Peace...”. One School at a Time.” Mortenson is promoting peace by building schools and educating impoverished children in Afghanistan and Pakistan. The book also explains that much of the money has been donated by school children who have raised money by collecting pennies - “pennies for peace”.

Students lead environment conference

The Upper School Environment Club led a conference in January designed to help other student leaders around the state design and run effective Green Cup Challenges at their schools. The schools who participated in the conference were Canterbury, Bishop McGuinness, Ravenscroft, Cary Academy, and Charlotte Country Day. Each school sent student leaders and a faculty representative.

The day was structured as a professional conference and was student designed and student led. The schedule included sessions on building student leadership, and creating effective video PSAs, and roundtables discussing building momentum before and during the Challenge, how to maintain sustainability after the Challenge, and leveraging the Challenge to foster other sustainability initiatives.

The Green Cup Challenge is a four week challenge sponsored by the Green Schools Alliance that joins independent schools across the country in a competition to see who can reduce electricity consumption most. Last year was the first time Greensboro Day School participated in the Challenge and we won our division by reducing our electricity consumption by over 20%.

Results for this year’s competition have not been released. Check the GDS Web site for final details.

4 tapped as merit finalists

Four seniors were awarded National Merit Scholarship finalist status. These four students – Tommy Flannery, Steven Love, Gracie Teekness and Alex Gittin – scored in the top one percent of all current seniors who took the PSAT last year; and those high scores, coupled with their exceptional grade-point-averages, have made them eligible for college scholarships awarded through the National Merit Scholarship Program.

2008-2009 ANNUAL REPORT CORRECTIONS

The following were omissions in the 2008-2009 Annual Report published this fall. Greensboro Day School regrets these errors and appreciates the generous support of our donors to the Annual Fund First campaign.

Current Parents
Susan and Rob Midgett
In Honor Of...
Tommy Webb
Heather and Danny Wright ’89
In Memory Of...
Russell A. Britt ’97
John and Lynn Noecker
With a strong nucleus returning, following a season with a 12-16 regular season record, the team looks forward to the 2010-2011 season. Khadejah Wilkerson ’12, Ronata Rogers ’13, and Kelly Carty ’10 were named to the all-conference team. – John Carty and Kristen Tuma, coaches

boys’ basketball recap

Led by six dedicated seniors, this season’s boys’ varsity basketball team finished a terrific season with 25-8 record, earning them a 5th place seed in the NCISAA tournament. The Bengals lost to conference champions Forsyth Country Day in the quarter-finals. Three players were chosen as all-conference – Christian Pulliam ’10, Jordan Robertson ’11 and Brandon Dorsett ’10.
– Freddy Johnson, head coach

girls’ hoops scores co-championship

The girls’ varsity basketball team finished the regular season with 7 consecutive wins, a co-conference championship, and an invitation to the NCISAA state tournament. The three senior captains’, Kayla Peay, Lilly Cohen, and Kelly Carty, dedication, selflessness, leadership, and commitment to the team set the stage for an exciting season.

After beginning the season with tough losses followed by improvement and impressive wins, a repeating cycle was finally broken when the players came together and became a team in mid-January. A victory at home over Westminster Country Day School set the stage for their winning streak. As the team survived exhausting practices ending with bruises, ice, and band-aids as well as their favorite free throw drill, their success continued with impressive wins over Forsyth Country Day School and Wesleyan Academy to claim a share of the PACIS championship.
– Laura Drewicz Ewing, head coach

bountiful swim team makes its mark

The 2009-2010 swim team was the largest in GDS swimming history, with 60 swimmers led by two senior captains, William Morris and Jordan Rogers.

The boys’ team was undefeated this year, winning the PACIS championship for the 12th year in a row. The girls swam to 3rd place in what proved to be a highly contested conference meet.

All-conference swimmers were Eric Rosenbower ’14, Greg Peoples ’12, William Morris ’10, Alex Rosenbower ’12, Jake Burns ’12, Billy Allen ’11, and Jonathan Rogers ’13. Rogers was also the PACIS male swimmer of the year. He won his individual events and set a new conference record in the 200 IM.

boys’ basketball recap

With a strong nucleus returning, following a season with a 12-16 regular season record, the team looks forward to the 2010-2011 season. Khadejah Wilkerson ’12, Ronata Rogers ’13, and Kelly Carty ’10 were named to the all-conference team.
– John Carty and Kristen Tuma, coaches

king pins down title

Senior Tommy King finished an undefeated senior season, winning a state championship at 189 lbs and leading the Bengals to an overall 7th place finish at the wrestling state tournament. The other all-state wrestler for GDS was Jonathan Wells ’10, who reached the state finals, finishing 2nd at Heavyweight. Seniors Scott Wells (215 lbs.) and Blaine Bowson (171 lbs.) both placed 4th in the state tournament.

Finishing with a record 13-15, the team struggled a bit at the beginning of the season, going only 6-11 to finish out 2009. When 2010 came, the Bengals won seven straight matches, including the team title when they hosted the GDS Duals in January. – David Forbes, head coach

bountiful swim team makes its mark

The 2009-2010 swim team was the largest in GDS swimming history, with 60 swimmers led by two senior captains, William Morris and Jordan Rogers.

The boys’ team was undefeated this year, winning the PACIS championship for the 12th year in a row. The girls swam to 3rd place in what proved to be a highly contested conference meet.

All-conference swimmers were Eric Rosenbower ’14, Greg Peoples ’12, William Morris ’10, Alex Rosenbower ’12, Jake Burns ’12, Billy Allen ’11, and Jonathan Rogers ’13. Rogers was also the PACIS male swimmer of the year. He won his individual events and set a new conference record in the 200 IM.

The boys were 4th in states this year, improving from 7th place last year. The girls placed 13th. All-state swimmers were Jonathan Rogers, Greg Peoples, William Morris, Eric Rosenbower, Alex Rosenbower, Jake Burns, and Jordan Rogers.

Many swimmers were also ranked in the top 18 of the state: Ema Gaininger ’15, Emily Wilder ’12, Megan Wright ’11, Caroline Braffield ’13, Kathryn Braffield ’11, Kaftin Webster ’12, Clark Ackerman ’12, Nathan Veraasmer ’11, and Billy Allen. – Christy Olson ’85, head coach

SP R O T S

SPORTS

PLENTY OF PEP in their spirit

The GDS cheerleading program had another terrific season in 2009-2010. Continuing the trend of competition-style routines and increasingly difficult stunt sequences, the varsity squad performed its most challenging Homecoming routine yet in addition to wowing fans with sky-high basket tosses and pumping up the crowd with fan favorites such as “We’ve Got Spirit” and “Gis, Bengals, Go!”. This year’s squad also made GDS history with the addition of the school’s first male cheerleader, David Burick ’12, who quickly became a crowd favorite with his dynamic tumbling passes. Though the squad had no seniors this year, it was not lacking in leadership with several returning sophomores and a host of talented freshmen and juniors.
– Laura Drewicz Ewing, head coach

SPORTS
Every autumn, The Modern School in New Delhi, India hosts a conference of student leaders from around the globe, focusing on global social issues of the day. The 2009 Community Development and Leadership Summit was held November 7 to 15, and GDS was one of 14 schools (from 11 countries) participating. It was the second year GDS has participated. The theme this year was “National Wealth for International Well-being,” i.e., on the relationship between economic development, the alleviation of poverty, and international relations. The GDS delegation consisted of juniors Megan Wright and Cami Flanagan, and sophomores Sydney Cone and Fletcher Kerley. I was delighted to serve as chaperone.

Each day started before sunrise, with either yoga exercises or rural Indian games. The game Kabaddi was especially popular, probably because it was the toughest. Minor injuries were common. The “meat” of the conference was a series of panel discussions and workshops led by eminent Indian and international politicians, scholars, and journalists. A sample of topics: “The Future of Poverty,” “Running Tomorrow’s Money” and “Curing and Sharing in a Globalised World”. These very serious discussions were interspersed with creative workshops such as Indian dance and painting and tourist visits in and near Delhi. The highlight of these trips was of course the Taj Mahal, but also included the Agra Fort (a Mughal fortress, near the Taj), the Akshardham Temple (a modern temple complex), Humayun’s Tomb (a precursor to the Taj), and Raj Ghat (the national memorial to Gandhi).

Service projects were also integral to the conference. The delegates planted several trees on the Modern School campus. They also visited the Blind Relief Association and the Cheshire House, interacting with residents with severe physical and/or mental handicaps and participating in the shop where some of the residents make crafts for sale. As an educator, I was delighted to see how quickly the students bonded, despite the potential barriers of culture, politics and language. The friendships between the Pakistanis and Indian students (and teachers) were especially heartening, and bode well for future relations between these two countries that have fought four wars since the Partition of 1947. As the end of the conference neared, the students began frantically exchanging email and Facebook contacts. The same went on amongst the adult chaperones.

The second-to-last evening of the conference was the Cultural Exposition. Each delegation set up a display highlighting their food, culture, history and tourist attractions. Small gifts were exchanged in every direction. Each delegation also contributed some sort of performance. Fletcher and Cami performed a lively dance to Carolina beach music, although I must admit I enjoyed it just as much when they practiced in the Newark International Airport as we awaited to board our flight to Delhi.

The GDS International Program is planning to send a delegation to the next Community Development & Leadership Summit. Current freshmen and sophomores are encouraged to apply. Applications will be solicited late in the spring semester.

RETURN TO
INDIA

By Jeff Regester, US physics teacher

My time in India is something I will never be able to forget. The two weeks I spent in that strange, mysterious country changed my way of thinking on a lot of subjects. Not only did I get to experience something that most kids my age would never dream of, I got to meet so many people I couldn’t imagine not knowing. This opportunity changed my life and I am so glad I got the opportunity to partake in it.

On our last day in India, during the closing ceremony, a few students in the conference were asked to make speeches about their experiences in New Delhi. I had the privilege of being able to speak to the people who made this opportunity possible and let them know how thankful I was for everything that they did for us. I will never forget hearing the other students from Malaysia, Ukraine, Pakistan and even the other schools from the U.S speak about their experiences and about the people they met. As we all stood up there, we not only spoke about the important political issues that we had learned about, but more than anything we spoke about the amazing friendships we were able to make with people so different from us. Friendship was the number one thing I got out of my trip to India.

My views of the world completely changed, and I can confidently say that I wasn’t the only one who felt this way. Before we left for our conference, Mr. Regester, Megan, Sydney, Fletcher and myself learned about the conflicts between Pakistan and India. Siting in the airport terminal, we discussed the importance of having both India and Pakistan on this trip that I would not have been able to learn no matter if we studied them in class or not. Many things can be taught, but understanding them takes a whole different experience. While I was in India, I became very close to many people from countries that I would have never imagined. Becoming friends with new people allowed me to become more understanding of other cultures. I had not realized how different it was to learn about culture, than to actually partake in one. I learned so many things on this trip that I would not have been able to learn no matter if we studied them in class or not. Many things can be taught, but understanding them takes a whole different experience.

On our last day in India, during the closing ceremony, a few students in the conference were asked to make speeches about their experiences in New Delhi. I had the privilege of being able to speak to the people who made this opportunity possible and let them know how thankful I was for everything that they did for us. I will never forget hearing the other students from Malaysia, Ukraine, Pakistan and even the other schools from the U.S speak about their experiences and about the people they met. As we all stood up there, we not only spoke about the important political issues that we had learned about, but more than anything we spoke about the amazing friendships we were able to make with people so different from us. Friendship was the number one thing I got out of my trip to India.

My views of the world completely changed, and I can confidently say that I wasn’t the only one who felt this way. Before we left for our conference, Mr. Regester, Megan, Sydney, Fletcher and myself learned about the conflicts between Pakistan and India. Siting in the airport terminal, we discussed the importance of having both India and Pakistan on this trip that I would not have been able to learn no matter if we studied them in class or not. Many things can be taught, but understanding them takes a whole different experience. While I was in India, I became very close to many people from countries that I would have never imagined. Becoming friends with new people allowed me to become more understanding of other cultures. I had not realized how different it was to learn about culture, than to actually partake in one. I learned so many things on this trip that I would not have been able to learn no matter if we studied them in class or not. Many things can be taught, but understanding them takes a whole different experience.

On our last day in India, during the closing ceremony, a few students in the conference were asked to make speeches about their experiences in New Delhi. I had the privilege of being able to speak to the people who made this opportunity possible and let them know how thankful I was for everything that they did for us. I will never forget hearing the other students from Malaysia, Ukraine, Pakistan and even the other schools from the U.S speak about their experiences and about the people they met. As we all stood up there, we not only spoke about the important political issues that we had learned about, but more than anything we spoke about the amazing friendships we were able to make with people so different from us. Friendship was the number one thing I got out of my trip to India.

My views of the world completely changed, and I can confidently say that I wasn’t the only one who felt this way. Before we left for our conference, Mr. Regester, Megan, Sydney, Fletcher and myself learned about the conflicts between Pakistan and India. Siting in the airport terminal, we discussed the importance of having both India and Pakistan on this trip that I would not have been able to learn no matter if we studied them in class or not. Many things can be taught, but understanding them takes a whole different experience. While I was in India, I became very close to many people from countries that I would have never imagined. Becoming friends with new people allowed me to become more understanding of other cultures. I had not realized how different it was to learn about culture, than to actually partake in one. I learned so many things on this trip that I would not have been able to learn no matter if we studied them in class or not. Many things can be taught, but understanding them takes a whole different experience.

On our last day in India, during the closing ceremony, a few students in the conference were asked to make speeches about their experiences in New Delhi. I had the privilege of being able to speak to the people who made this opportunity possible and let them know how thankful I was for everything that they did for us. I will never forget hearing the other students from Malaysia, Ukraine, Pakistan and even the other schools from the U.S speak about their experiences and about the people they met. As we all stood up there, we not only spoke about the important political issues that we had learned about, but more than anything we spoke about the amazing friendships we were able to make with people so different from us. Friendship was the number one thing I got out of my trip to India.

My views of the world completely changed, and I can confidently say that I wasn’t the only one who felt this way. Before we left for our conference, Mr. Regester, Megan, Sydney, Fletcher and myself learned about the conflicts between Pakistan and India. Siting in the airport terminal, we discussed the importance of having both India and Pakistan on this trip that I would not have been able to learn no matter if we studied them in class or not. Many things can be taught, but understanding them takes a whole different experience. While I was in India, I became very close to many people from countries that I would have never imagined. Becoming friends with new people allowed me to become more understanding of other cultures. I had not realized how different it was to learn about culture, than to actually partake in one. I learned so many things on this trip that I would not have been able to learn no matter if we studied them in class or not. Many things can be taught, but understanding them takes a whole different experience.
The trip to India was one of the most eye-opening experiences I have ever had. It made me appreciate our country so much more and learn the differences in so many cultures. When I got to the hostel and went into the big dorm room we were all staying in, there were the delegates from Malaysia there, and the delegates from the Philippines. Both were speaking their own languages. Needless to say, I was scared. After about five minutes of this, one of the Malaysian kids name Luqman gave me a piece of candy and I gave him some gum. Conversation started from there.

In a short time I had made friends from India, Pakistan, Malaysia, Philippines, China, and many more nations. I would wake up each morning and see at least three different religions all doing their morning prayers. This in itself was eye opening, to see so many other religions being practiced in such a small environment was very interesting. Out of this entire trip there were the delegates from Malaysia there, and the delegates from the Philippines. Both were speaking their own languages. Needless to say, I was scared. After about five minutes of this, one of the Malaysian kids name Luqman gave me a piece of candy and I gave him some gum. Conversation started from there.

The last thing was a few words spoken by a kid from Pakistan, he was a really great guy and it was a very big deal that the Pakistani students were there due to the conflict between India and Pakistan at the time. He stood up in front of everyone and said “these bad relations last only on the government level but not on the hearts and souls of the people.” Everyone stood and clapped while the principle of Modern School responded “Thank you for that, you have validated the entire conference with those few short words.” Again, everyone cheered.

Right at that moment I truly felt like we could make a change and could bring peace, now when I see a bombing or a terrorist attack on the news, I automatically jump and make sure it’s not where any of my new friends live. This is what this conference gave me, some memories, some thoughts, and a multitude of amazing new friends, whom I will not soon forget. This conference introduced our generation into the wonders and beauty of soft diplomacy, and started the ball rolling towards world peace.

Megan Wright ’11

“Guests are God.” These are the words we were greeted with upon our landing in Delhi, and we were continually reminded of them throughout our stay. Every international school was given a resident companion to help us through our day to day activities, they were the most willing and kind people I have ever met. We rarely even stepped foot out of our flat without Kanika, the Greensboro Day School girl’s companion, at our side. The hospitality of the Indian people was possibly the most lasting impression of the trip for me. We ate a few meals away from Modern school, both at various homes and other schools. Each was an elaborate affair, complete with mehndi tattoos and Indian dances and songs, which were incredible and energetic. Brilliant colors cover everything you see from the decorative flowers, to the women’s saris, and traditional costumes. We had the opportunity of watching a variety of different traditional Indian dances and songs, which were incredible and energetic. The whole country just felt so alive. The culture is rich and established, especially compared to what we know as Americans. It was amazing to see a temple or monument that was hundreds of years older than our country.

What I found to be the most educational part of my time in Delhi was the interactions among the students. There were 16 schools from 10 countries. We all obviously had different economic and political opinions brought out at the panel discussions, but it was in between sessions that our uniqueness was exposed. At the meals, on the bus rides, waiting forever to congregate over a hundred students, this is where we really learned about each other. We were all of different religions and backgrounds, attended different schools, played many sports and instruments, but in the end we were all teenagers. Despite our unique upbringings we all hung out with our friends, disagreed with our parents, and listened to the same awful music. Many times I woke up on a bus ride to about five different nationalities singing and dancing to Katie Perry or “Down” by Jay Sean.

The Community Development and Leadership Summit has made an everlasting impression on my life. In 20 years will I remember what the Prime Minister of Education told me? Probably not, but I will never forget the sights and experiences from my time in Delhi.
Most Fortune 500 companies staff entire departments devoted to research and development. These R&D departments are charged with designing business models that will help a company adapt and thrive in changing times. In the education community, R&D departments are typically the province of lab schools associated with major universities and their schools of education. These schools are typically tuition-supported, but receive additional financial support from the associated university. Lab schools operate with a philosophy similar to that of teaching hospitals, with a focus on putting research into practice. Teachers are employees of the university and have responsibilities to teach not only their students, but also the undergraduate and graduate students in the school of education. Classrooms are open to visitors, new methods of instructing students are researched, and the results of that research are shared via peer-reviewed publications. Some of the better known lab schools are The School at Columbia University and University of Chicago Lab Schools. The better known lab schools are The School at Columbia University and University of Chicago Laboratory Schools (the school attended by the Obama girls before they moved to Washington).

What does this have to do with Greensboro Day School? Most independent schools, including GDS, cannot create departments with the sole responsibility to innovate, research, and report. Most teachers at large independent schools such as GDS have the resources available to keep abreast of research developments in their fields.

Yet most independent schools have faculty members who are themselves classroom researchers; who are forward-thinking and innovative in their curricula. The North Carolina Association of Independent Schools has created a new state-wide conference called NCAIS Innovate. This conference is designed to give teachers who are internal innovators in the classroom a forum to share ideas with colleagues from other independent schools in the state. Another of the goals of the conference is to help school leaders discover how they can nurture the energy and ideas possessed by the innovators within their own schools rather than having to send out for new ideas.

Four members of the Greensboro Day School faculty, including myself, were selected to present at the North Carolina Association of Independent Schools’ Innovation Conference (called NCAIS Innovate) in March. We were the only teachers selected from the Triad region to present at the conference. Selected to present were: Estelle Bowden, Cheryl Love, Laura Drewicz Ewing, and myself, Sarah Hanawald.

Estelle Bowden, who teaches Spanish in both the Middle and Upper School divisions, shared her creative use of communication technology to encourage students to think and write in Spanish. Estelle says, “I’ve seen how engaged students are when communicating on sites such as Facebook; so why not give them a forum that combines something they enjoy with something they are learning?” She uses a variety of tools such as Twitter, wikis and blogs to make Spanish assignments exciting. It doesn’t hurt that Estelle has been an avid Facebook user herself since 2005!

Cheryl Love teaches 8th grade math and has always been the kind of teacher who provides multiple opportunities for students to get help with any math questions they may have. She accepts phone calls at home, e-mail chat invitations and spends countless hours with students during lunches, breaks, and after school. Appropriately, her session at NCAIS Innovate was titled How to be a 24/7 math teacher and still have a happy family at home.

During the past year, all the 8th grade teachers have been teaching with an exciting classroom tool, interactive white boards (IWB). Cheryl has spent many hours learning to use the FWB to effectively illustrate abstract math concepts in that students typically find difficult. With the FWB, she can teach using multiple learning styles more easily than she could using the “chalk and talk” method. Even more exciting is Cheryl’s effort to combine the presentations on FWB, the accompanying SmartNotebook™ software, Adobe™ publishing software and a wiki-based Web site to create an online resource. Since the wiki is online,

Estelle sees other benefits for students who use new media tools for learning. “Wiki pages are not only a great way for students to display their work electronically, but they also can serve as electronic portfolios, which can be used on college applications.” As a current graduate student, she sees first-hand how much has changed in the world of academia since her undergraduate years. More communication and coursework takes place online. Students who are adept at advanced online research and communication will be better prepared to succeed than their classmates without such experiences who may still rely on Google and Wikipedia as primary research tools.

Sarah Hanawald uses a variety of tools to support research-based methods of improving student literacy.

By Sarah Hanawald

Most teachers at large independent schools such as GDS, cannot create departments with the sole responsibility to innovate, research, and report.

Estelle Bowden asks her students to create wikis and blogs to make Spanish assignments exciting.
students, parents, and even tutors can access her teaching materials at any time, from anywhere. Said one student “It [the wiki] helped me learn what we were doing (in class) even when I was 4,000 miles away.” Another said “When you are sick, her thorough explanations (posted on the wiki) really help keep you on track.” All this while Cheryl is cooking homemade dinners for her boys and husband!

Upper School history teacher Laura Drewicz Ewing was one of the first faculty members at GDS to move from a regular laptop to a tablet. Her first thought after receiving the tablet was “I felt sure that it could help me integrate the personal connections with students that I value with the infinite capabilities of a laptop. But how?” With determination, Laura set out to learn all she could about her tablet by working with colleagues over lunch, practicing late into the evenings at home, and sharing ideas with her students. Not all of her first tablet-based lessons were successful; but Laura found there was much to value in inviting students to see her personal learning. The process of capabilities of OneNote with the GDS network make being paperless much less cumbersome than before and even a little bit fun for the students. Plus, I never have to worry about keeping up with stacks of papers or losing a student’s paper - it’s all in my tablet!” What do students think? One student responded to this with, “At first I was afraid of OneNote with all the tabs and pages, but now I can’t imagine my life as a student without it!”

As GDS’ technology integration coach, I presented two very different sessions at NCAIS Innovate. The first session was a 3-hour workshop, Technology Tools for Literacy. I presented with a partner, Meredith Stewart, of Cary Academy, where the mission is Discovery, Innovation, Collaboration, Excellence. The workshop focused on “everyday classroom use of technology.” So often, technology use is seen as a big deal, a special project, or something that is external to the real work of the classroom. The truth is that technology is most powerful when it is operating unassumingly supporting curricular goals. In this workshop, teachers learned to use a variety of tools to support research-based methods of improving student literacy.

I also presented an Ignite-style talk during the conference dinner and awards ceremony. What’s an Ignite talk? It’s a global movement with the motto: “Enlighten us, but make it quick.” An Ignite-style talk is one that lasts exactly five minutes long, and uses 20 slides that auto-advance every 15 seconds. Typically, these talks are presented in a festive venue and cover a wide variety of topics as speakers present about their personal passions. My Ignite-style talk was titled What Being A Duke Fan Has Taught Me About Teaching.

Estelle, Cheryl, Laura and I are just a sampling of the innovators we have on our faculty at GDS. Our willingness to try new things prepares our students for the 21st Century. Perhaps they will enter the classroom in a few years and become innovators for the next generation.
7th & 8th Grade Musical
Directed and Produced by BETH DUNBAR
Technical Direction, Set and Lighting Design by DANA LOWELL
Musical Direction by ROBERT MATTHEWS
Choreography by ALAN TUTTEROW
Costumes by PAM ATTAYEK and CINDY KNOWLES

Let’s Celebrate on Saturday, April 24, 2010.

Celebrate our 40th all year long!
Show your Bengal pride and place this bumper sticker on your car!