Background WC@MG

The Williams Center (WC) at Mt. Greylock’s original vision in 2008—“to maximize the academic value the College can provide the school”—continues to serve as the broad principal focus as we build and expand upon the rich educational connections that now exist between the two institutions. In addition, over the past few years we have seen that both Williams and Mt Greylock students wish to develop and exercise their leadership skills and voices within the school community and as part of a larger national dialogue. To support this end, we would like to add to our vision that we “commit to support (through the involvement of Williams students) a more inclusive, equitable, engaging and safe school community for all students.”

The Williams College Fund for Mt. Greylock continues to underwrite key areas of professional development and technology. These initiatives reinforce the school’s commitment to teaching, learning and innovation as we move towards the opening of our new school building in the Fall of 2018.

Many of WC@MG programs are now firmly established, and faculty and students have come to welcome and add depth to these collaborations; they value the presence of Williams students both in school and as leaders of co-curricular activities. This year, while the ongoing building construction project continued to challenge WC scheduling, the MG staff and Williams students showed their resilience and flexibility by their willingness to reshuffle schedules and repurpose spaces within the building in order to take advantage of our offerings. In addition, Williams generously hosted programming that would normally have taken place at Mt. Greylock; these included the ‘62 Center dance workshops, the fall Get Acquainted concert, the 8th grade debates, the spring musical, and 7th and 8th grade field day.
Of Note This Year

Participation and Innovation:

During the 2017-’18 academic year nearly 100 Williams students participated in some form of activity with Mt. Greylock students. (Appendix A) These engagements ranged from paid Fellowships in the areas of after-school tutoring, special co-curricular group enrichment, writing, science, language (Spanish and Latin), history, music lessons and academic student support. Many students committed to working at the school for the whole year, while others dipped in during winter study, for one semester only or visited for a one-off event. And some student were involved in multiple activities and programs. GreylockTalks for high schoolers and MG Storytime for 7th-9th graders were further institutionalized with clearly articulated guidelines and a solid filming partnership with WilliNet Community Television.

Each year, a few Williams students request opportunities for in-depth teaching experiences alongside master teachers that extend their placements as Fellows. These experiences are not tied to a specific class at Williams; rather, they are initiated by students who seek career experience in the field of education. Of note, this fall Marissa Shapiro ‘18 served as a Master Fellow to Jeff Welch in AP History, crafting and teaching lessons. Erin Kennedy ’19 designed and taught lessons for Ouisa Forholtz’s middle and high school chorus twice weekly throughout most of the year. (Appendix B)

Williams student leadership in the area of co-curriculars continued. Increasingly we see Williams students who are able and willing to run programs with guidance and coaching from the WC@MG staff. These programs include: the after-school writing group, Sunday evening tutoring, Model UN, and Kids Who Code@MG. The student energy on both sides is fantastic. Appendix C

Model UN continued to strengthen it ranks. The group started off the fall with close to 10 strong committed high schoolers and added some middle schoolers in the spring. Under the superb leadership of Audrey Lee ‘20 and Darla Torres ‘18, the group met every Sunday at Williams and, with parent chaperones, was able to attend four competitions at Boston University, Clark University, Cambridge School of Weston and Cornell. Challenges arose this year primarily for the parents who were trying to support this growing passion of their children. Rebecca Tucker-Smith, an MG English teacher and MUN parent, stepped in to help us further refine the organization, transportation and communication with parents. We are now working with Mary MacDonald to move this initiative from a WC pilot to a solid MG club with a paid school advisor to support the Williams students, and more importantly, to serve as a chaperone on these trips and to help organize competition logistics and transportation. One further goal of the group is to host a MUN conference at Williams. This could take place during Winter Study and might ultimately be tied to a Winter Study course.

A group of three Williams Computer Science (CS) students, the next iteration of last year’s
Lit.io (Leaders in Technology or Kids Who Code), worked with middle school math teacher Josh Romaker and social studies teacher Ellen Kaiser on an after-school co-curricular called Kids Who Code at MG. While Josh and Ellen served as nominal advisors to the group, they were also learning alongside their MG students. This group started by following the Girls Who Code curriculum and the Williams leaders served to amend lessons as needed. By the end of the spring session, they were pleased that four students regularly attended. Over the summer, group leader Ahkil Dayal ’20 will work with Josh Romaker to further refine the fall curriculum. We hope to align scheduling with MG Robotics in the fall so that those students who wish to participate in both are able to. The Robotics club is also interested in having a Williams student help with coding and engineering. Reflections Leaders in Technology

With support from the WC@MG and the WCF, MG teachers Lisa Mendel and Jane Ellen DeSomma designed a professional development and student-centered art workshop series aimed at increasing skills and knowledge while also exposing their students to practicing artists and the business of art. This year’s workshops ranged from architecture, to cartooning, to digital art making and business.

Spanish Conversation Fellows: We continue to look for ways to create bridges between Spanish speaking students at Williams and the Spanish classes at MG. Due to scheduling limitations, we have not been able to successfully implement a consistent Conversation Buddies program as originally envisioned. However, two students assisted on a weekly basis with Spanish 1, and a few Spanish speaking students were invited into the AP Spanish class for special presentations. We also see a demand for beginning Spanish tutors in the after-school, homework mentoring program.

Last summer we piloted Hola Verano, a series of casual classes and workshops for MG students and taught by Williams students. The goal was for students to work on their Spanish over the summer in a relaxed and fun environment through cooking, singing and art. While the program was well received and we looked forward to running it again this summer, no teachers at the school are able to serve as advisors this summer. Last summer 4 Williams students led the workshops and about 6 MG students participated. This is a wonderful resource to tap which can perhaps be reinvisioned going forward. Hola Verano Summer 2017 Reflections

In addition, roughly 30 Williams faculty and staff Appendix D engaged in numerous ways, from participating in class visits and field studies to serving as college essay coaches. Appendix E Sixteen Mt. Greylock faculty members served as mentors for Williams Fellows, both in the classroom and as after school enrichment group advisors. Appendix F

Fellows Program Evaluation:

In addition to our individual meetings with Fellows and their supervisors, we circulated an online survey for further feedback. Of the 18 who completed the online survey this year, 15 rated their overall experience in our programs as a 4 or a 5 (on a scale of 1 to 5, with 5
being the top rating). 100% of those Fellows who responded felt supported by the WC and by MG.  

**2018 MG@WC Survey Results**

We’ve highlighted two specific narrative responses here to be shared with the wider CLiA community:

“I love the faculty of CLiA. Not only do you take care of logistical matters (this one’s for you, Colin!!) so efficiently, I love the genuine love, enthusiasm, and empowerment I receive in person, via email, and texts. Thank you all for always being so present in the most needed ways possible.”

The next response shows the true impact on specific individual Williams students who choose to work in our schools during their four years here:

“Easily the best part of my time at Williams!!!!!!!”

In descending order, beginning with highest impact, Fellows felt they made the most difference working with students in these areas: 1) helping students stay focused, 2) as a homework helper/reinforcing concepts, 3) as a friend/mentor, 4) as a teaching assistant in the classroom. The After School Fellows and Student Support Fellows felt most needed in the areas of: 1) Math, 2) Science, 3) Social Studies, 4) Writing/Foreign Language. Fellows also felt that the following would be helpful in their role: 1) better knowledge of the curriculum, 2) opportunities to meet informally with teachers to discuss particular situations, and 3) social and emotional round table discussions.

The following are a list of reasons Fellows shared for choosing to be involved in our programs:

1) interest in education  
2) passion for helping with writing  
3) ELL/immigration work  
4) serving as a role model  
5) being involved with the wider community  
6) passion for ensuring that every student gets a quality education  
7) work-study  
8) exploring different pedagogies/interacting with different teachers/teaching styles  
9) serving underserved communities  
10) love of Tolkien  
11) continuing similar work done in high school  
12) specific course work for thesis  
13) love of CLiA and working off campus

After our individual meetings with Fellows, we felt it important to include the following question on our survey that aligns with our extended vision for the WC@MG: *MG is committed to a community of trust and inclusion. In an effort to build a stronger community where everyone is valued and treated with respect, we would like to gather your*
impressions and experience of the MG school culture. Please check any situations that you experienced and describe, if specific.

Of those responding, 56% observe a school culture of general friendliness and safety; 2) 18% observe “other” behaviors (delineated in Appendix G), 12% observed racial, religious, sexual or gender intolerance, 6% observed bullying, and 6% noted observations of students helping each other. At our year-end retreat, other CLI&A colleagues also noted a shift in the climate felt in our local schools this past year as a direct outcome of the national/political/social climate in our communities. Education and outreach feels more critical than it ever has before for young people digesting a toxic daily news cycle that adults in their lives also consume, worry over and communicate.

As Mt. Greylock commits to bringing increased cultural competency training to the faculty and staff at MG, these observations feel necessary and important to share. We (Kaatje and Jessica) are deeply invested in offering Williams student resources and training in order to bring positive change and support to MG in whatever ways possible. We will share these observations with Mary MacDonald over the summer. We have pulled four specific narrative responses to highlight both the thoughtfulness and depth of some of our Fellows who connect on a deeper level to the students, teachers and overall culture at Mt. Greylock.

Appendix G

**Post-Grad Education Placements and MG Master Fellows to Celebrate:**

We have a large number of graduating Williams Fellows continuing their work in the field of education. Ryan Roels will will be working with the Peace Corps in Indonesia. Darla Torres has received a Fulbright to teach English in South Korea. Arielle Rawlings will teach in India through a Fulbright award. Juliet Kelso will be teaching in Germany, also through a Fulbright award. Elizabeth Sachsse will be teaching English in France, and Marissa Shapiro also received a Fulbright award to teach English in the Czech Republic. Junior, Anna Kim, will be teaching during the summer at the Salisbury School in Connecticut.

Of note this year was Marissa Shapiro’s “Master Fellow” work during the fall semester with Jeff Welch in his history classes. It is wonderful to support the energy and career goals of Williams Fellows like Marissa who discover their path and their passion through our program. Jeff noted Marissa’s maturity, experience, and confidence in the classroom where she engaged in teaching both mini and full lessons while serving as his “guide on the side” as he updated many of his curricular offerings. He acknowledged that Marissa is a Fellow who simply “gets it” when it comes to teaching; she elevated her outreach to students at the junior/AP level by finding ways to teach the “how” and not just the “what.”

Another tremendous success story is that of junior Anna Kim’s great impact and commitment to MG. Anna worked with both Liza Barrett and Daniel Price in 7th grade English classes and with middle school students in Daniel’s academic support classes. This overlap led to a wonderful learning exchange and team collaboration. Liza and Danielle both appreciate Anna’s energy, patience and growth throughout the school year. Anna is a
deep thinker who continues to learn as a teacher, refining her early expectations and pushing herself to modify her approach in order to best serve the specific needs of those students she now understands beyond a superficial level. Anna has formed a special bond with many of the middle schoolers and has a special intuitive instinct for reaching them. Anna recognizes a particular need for diversity education at MG and would like to play an important role at MG during her upcoming senior year. We look forward to helping her finetune her ideas in order to mentor marginalized students in a purposeful, comfortable setting. She is hoping to empower females and students of color by opening the door to important conversations and role modeling, potentially through after-school work.

**Tech conferences (MassCue and ASCD):**

Molly Polk, Kaatje White, Diego Gonzalez ’18 and Eileen Belastock (MG) presented a workshop on “community/school partnerships” at the MassCue fall conference. They accompanied a sizeable team of teachers from MGRSD and NAPSD (North Adams Public Schools).

**2017 TechConnect:**
The Williams Center, in collaboration with MGRSD and NAPS ran a tech symposium this past summer designed to build community and share expertise amongst local educators. The event took place on August 24 at Williams and was open to all Northern Berkshire educators. Workshops were taught by area educator volunteers. Fourteen workshops were offered and four workshops ran with thirteen teachers participating. We were a bit discouraged by the low level of interest; however, we’ve since seen a significant increase in the number of tech-related PD for teachers in the county including offerings on the county-wide PD days which may fit teacher’s schedules a bit better. It was an inspiring day nonetheless—wonderful to offer Williams resources for this gathering and to see teachers interacting and sharing skills. *Appendix H*

**Transportation:**

Our overall transportation system seemed to work quite well this year. Beth Johnson continued to coordinate with four other college drivers to provide most after-school runs to and from Mt. Greylock unless a student chose to drive on her/his own. While this is more expensive, it is a major improvement in terms of reliability and safety. We were able to reserve the 12-person vans for the semester which allowed for maximum flexibility for students. Shuttles ran Monday, Tuesday, and Thursday afternoons leaving Williams at 2:10 or 2:40 pm and returning from Mt. Greylock at 4 or 5 pm. Hired drivers were also available during the school day to drive a few Fellows to classroom assignments; however, this year we found most students drove themselves or used the CLiA van.

We also began utilizing the online app, *GroupMe* which significantly helped students communicate with each other and their driver if they were running late or could not make
Ongoing WC Initiatives

Williams Fellows Program (WFP):

The WFP maintains its mission: “Supporting middle and high school students through one-on-one dialogue that promotes improvement through mentoring, revision-based writing and subject-specific assistance.” This year’s WFP included the following efforts and initiatives:

● Nearly 400 Mt. Greylock students benefited from the WFP. [Appendix J]
● 54 Williams Fellows served as writing coaches, homework mentors and subject-specific assistants in 24 middle and high school classrooms including 11 English classrooms, 2 history classrooms, 4 academic support classrooms, 3 language classrooms and 2 music classroom. On average 30 Williams students participated in the after-school homework mentoring program.
● Our after-school writing program led by four Williams Fellows continued this year and met weekly with two separate groups (middle school and high school). While writing remains the focus, the groups continue to serve a broader purpose for these students who find acceptance, consistency and camaraderie amongst each other with the thoughtful guidance and mentorship of our Williams leaders. We will need to recruit an entirely new cohort of writing group leaders for next year as three seniors have graduated and our junior leader will be studying abroad for the year. Katie Quackenboss plans to return for her senior year to serve in this role in 2019-‘20. These leaders meet weekly as a team on campus to prepare for the upcoming sessions. The autonomy and ownership by the Williams leaders of this vibrant program has been the key to its success and consistency. They continue to strike the right balance, keeping fun & playfulness at the center of their afternoon sessions, with the additional hope of encouraging students to seek helpful feedback on longer pieces of writing. The opportunity for writing-related, after-school field study trips to Williams or other local museum spaces continues. [MS and HS Writing Groups]
● The Williams Fellows’ sub-categories included this year: Writing, Student Support, Language, History, Music and Homework Fellows.
● Our Williams Fellows Captains, Darla Torres and Ryan Roels (both Class of ‘18), served as peer mentors and liaisons for our Fellows. This year, they helped organize three Fellows gatherings. The first two, held in October and January, were fun, social game nights with pizza in Paresky. In February, we hosted an informal meal at Kaatje’s house; students shared informal conversation about their varied experiences from their classrooms and after-school outreach at MG. We are thrilled to have Phil Abel (a three-year, After-School Fellow and rising senior) and Emma
Lezberg (a dedicated, second-year Writing Fellow and rising junior) taking the reins as our Captains next year.

**Other Curricular Connections:**

The Center continues to facilitate and encourage curricular connections and opportunities between academic departments at Williams and MG. Once again, **ScienceBlast** was offered this year to all MG 10th graders. **Fourteen Williams faculty/staff** offered workshops and **three Williams students** participated as TAs. Appendix K

**EphsOutLoud** musicians visited MG again during Williams Winter Study to help prepare high school students for their winter concert, and Erin Kennedy ‘19 taught and designed weekly lesson plans for middle and high school chorus during both the fall and spring semesters.

**GreylockTalks** continues to expand as an MG student-run speaker series organized in partnership with the WC. This year included talks by Physics professor Swati Singh, *Detecting Forces and Fields; using quantum systems as detectors for specific fields/forces*; math professor, Steven Miller, *Pythagoras at the Bat*; biology professor, Steven Swoap, *Human Hibernation*; statistics professor, Bernhard Klingenberg, *Multivariate Thinking: Should We Pay Our Teachers Less?* and Emma Lezberg ‘20, Julie Geng ‘19, Sara Paulsen ‘21 and Maya Spalding-Fecher ‘21 from *No Lost Generation*. Appendix L

**StoryTime @ MG:** This year we had the pleasure of hosting two Williams storytellers in the library for 7th - 9th grade audiences. These diverse and unique perspectives and stories continue to broaden the virtual life experiences of the 13 - 15-year-olds at Mt. Greylock in an inviting and accessible way. In January, Diego Gonzalez (’18) shared how innovations in the video game and film industries have led to a technology with applications in education, medicine, and communication in his StoryTime entitled, *From Pong to Virtual Reality*. In May, Anna Kim (’19) spoke with an intimate group of students in a workshop-style round table that focused on breaking down the stigma behind boredom, idleness, and play, and showing how to “find our fire” or motivating passion in life. Both storytellers connected to our students, fielding wonderful questions and feedback and involving them in a personal way. Our biggest challenge with StoryTime is recruiting Williams participants due to scheduling conflicts and availability. We also face a change in the MG daily schedule next year and will not have a readily accessible Directed Study period to dedicate to these special offerings. We will need assistance from the MG teachers/administration to find a way to continue to bring StoryTime (and GreylockTalks) to MG. Links to this year’s StoryTime videos on WilliNet can be accessed here: Appendix L.
Field Studies Highlights:

The WC supports many one-day or short-format “field studies” at Mt. Greylock, Williams and beyond. For a full listing see attached calendar Appendix M. Highlights include:

- **Workshops held in collaboration with the ’62 Center**, wherein internationally acclaimed guest performers visit the school as part of their residencies at the college, and students attend Center Series events at the college free of charge. This year MG students participated in two workshops at Williams with Tero Saarinen Dance and ForkLift Dance. AP English students also attended Junot Díaz’s author reading and Q&A session at Williams in March.
- **ScienceBlast** - a morning of out-of-the-box, hands-on science workshops at Williams for all 10th grade students. Workshops were led by fourteen Williams science faculty and three Williams student TAs. Appendix K
- **Topics in Neuroscience**. Professor Noah Sandstrom visited AP Psychology.
- **Spanish Immersion**. Williams Cuban native, Darla Torres ’18 visited MG Spanish AP to talk to students about Cuban culture and politics.
- **8th grade Constitutional Debates** held at Williams.
- Staff from the Office of Career Services and the Davis Center offered workshops to high schoolers in résumé writing and time management.
- **Listen, Speak, Lead**. Five Williams students and two members of the MG student council designed an evening leadership event for current and incoming MG student council and class officers. Appendix N
- **7th and 8th grade held their last day of school at Williams. Workshops and activities included dance, an art scavenger hunt, basketball, improv acting and games in the gym.**
- **Art professional development workshops for MG students and faculty**; Alison Kolesar, illustrator and online artist and entrepreneur; Anna Moriarty Lev, cartoonist; and Williams and MG alum Tessa Kelly and Chris Parkinson, architects.
- **Special Education field trip to Williams dining services.**
- **Model UN conferences at Boston University, Clark University and Cambridge School of Weston.**
- **Green Week Speaker @ MG, Sarah Gardner, Associate Director of the Center for Environmental Studies.**
**Co-Curriculars:**

The WC@MG continues to infuse a positive energy, particularly through our extensive support of Williams leaders in new and expanded enrichment programming. **This year over 50 Williams students have led or participated in these programs.** These special groups serve to build community, provide needed academic support and ignite passions, particularly amongst middle/high school students whose needs might not be met by way of the more traditional extracurricular offerings in the confines of the classroom. These additional opportunities provide Williams students with exceptional leadership and program development experiences. We have been inspired this year to support these “student-to-student” relationships and will continue to build upon this positive trend going forward. **Appendix C**

- a.) After-school Homework Help (30 Williams students)
- b) After-school Drop In and Play (3 students)
- d) Middle and High School after-school writing groups (4 students)
- e) Ecology club (1 student)
- f) Leaders in Technology-Lit.io (Kids Who Code) (3 students)
- g) EphsOutLoud (1 student)
- h) GreylockTalks (4 students)
- i) StoryTime @ MG (2 students)
- j) Sunday evening tutoring @ Williams (4 students)
- k) Model UN (3 students)
Academic and College Application Support:  Appendix O

The WC offers academic support in the form of one-on-one tutoring/mentoring beyond the classroom, utilizing Williams students as Homework Fellows. The WC also offers many ways for Greylock students to access additional support with the college application process.

- **Homework Fellows.** Each week, an average of 25 Greylock students in grades 7-9 received free homework support and mentoring from 30 Williams tutors in all academic subjects. These students are paid as part of their federal work-study job or through WC@MG. One school-based coordinator, Marty Walters, is paid to oversee this program. This past summer Marty created tutor guidelines and tips for working this age group. We shared this widely with tutors and other CLiA staff. Read Marty’s wonderful reflections in the attached. Appendix P

- **Free Sunday evening tutoring at Williams for high school students.** Roughly four Williams volunteer tutors provide homework support with the same number of Greylock students each week. Each year, two Williams students are paid to coordinate this program. Tutoring occurs in all subjects. This year there was an increased demand for AP and SAT help at the end of the semester, but overall attendance decreased significantly. This program continues to have less participation from MG students as we might expect. This could be due in part to better academic support within MG as well as increased evening commitments for the MG students. Sunday Evening Tutoring at Williams - and Sunday Evening Homework Help at Williams

- **Fee-based private tutoring options at Williams.** The Center maintains a list of private Williams tutors and makes it available to interested Greylock students. Private tutoring at Williams:

- **College essay writing program.** Six volunteer Williams and community members served as college essay coaches in an online capacity; five of these coaches were utilized, providing one-on-one feedback to 17 MG seniors on their college essays. Appendix E and Need Help on Your College Essay?

Other programming:

- **Classes at Williams -** This year, 10 MG students took classes at Williams for academic credit and 5 MG students participated in independent studies with Williams faculty and staff advisors.

Office Matters:

This year WC@MG and WEO collaborated to create documents outlining guidelines for both students and faculty who wish to engage in the local schools with new ideas or coursework. This project is part of WC@MG/WEO and the larger CLiA organization’s effort to further clarify how students and faculty should engage respectfully and communicate most efficiently with local organizations. To that end, WC@MG/WEO spent considerable time this spring thinking through and then re-building the Local Education Outreach CLiA subsite, partner sites, forms and
listings to improve Williams student and community access to the various opportunities to better reflect the myriad of connections within our local education sphere.

**New ideas and Needs for 2018 - ‘19**

New ideas and old partnerships are underway for next year.

**NEW IDEAS for 2018- ‘19:**

**7-9 Cultural Diversity/Competency Initiatives** - ANNA KIM  
**MG student leadership trainings** - Building on the successful *Listen, Speak, Lead* program this spring, we hope to design in collaboration with Williams student leaders two sessions next year for MG leaders.

**BioBlitz** - KW is working with Drew Jones on the fall BioBlitz which will take place at Hopkins Forest on Sept. 15-16. Specifically, we have helped design a Teacher Fellowship program and application for the weekend open to all local middle and high school science educators. The WC@MG will cover stipends for MG teachers and CES (Center for Environmental Studies) will cover 6 other Fellowships.  

**Drury Mentors** - Next fall we hope to pilot a once weekly after-school program at Drury MS. Format and focus TBD.

**Summer Science Lab MG program assistants** - This summer the WC@MG will cover the hiring effort and stipends for 2 Mt Greylock science students to serve as counselors at [Williams Summer Science Lab](#). MG students apply and applications are are reviewed by WEO. All supervision is overseen by SSL staff. This year 10 MG students applied for 1 opening.  

*Appendix R*
Beyond MG: Middle/High School Education Outreach

**Buxton School:** Hattie Shapiro ’19 returned to Buxton School this year to work with advisor Frank Jackson on a small mentoring program with students interested in civic engagement. [Appendix S]

**Drury HS:** One Williams student served weekly as a 1:1 volunteer mentor for a Drury middle schooler who had received mentoring from another Williams student last year. Bennet Caplin ’18 visited weekly as his schedule permitted and helped with homework and other skill building during the school day. As an outgrowth of this experience, Kaatje met with Emily Schiavoni, Drury Community Outreach Associate, to discuss best ways for Williams students to engage at Drury. While the in-class volunteer model was beneficial to one student this year, we decided that it would be best to focus our efforts and advertising on a once weekly after-school program going forward. Program goals and logistics TBD.

**Pine Cobble:** After much advertising over the years, this spring Pine Cobble was able to attract a solid group of about 7 students who could regularly visit the school. This relationship has blossomed under the superb leadership of Heads of School, Sue Wells and Devon Wooton. Given the smaller, more intimate nature of the school, Pine Cobble offers broad opportunities in all subject areas and also the opportunity for students to customize their own teaching experience. [Appendix T]
Appendix A

Williams Students Engaged in MG Middle & High School Outreach
2017 - ‘18

97 Total # Students who were involved in some capacity at MG
49 Total # Fellows

Afterschool Homework Fellow (HF)  *Anthony Fitzgerald '18 (WF)
Buxton School (BUX)  Max Fuld '20 (HF)
Drury MS (DR)  Gursajan Gill '21 (PC)
English Learner (ELL)  Hayden Gillooly '21 (PC)
Ephs Out Loud (EOL)  Diego Gonzalez ‘18 (LiT, GT, MGST)
Greylock Talks (GT)  Hannah Goodrick '18(EOL)
Hola Verano (HV)  Faris Gulamali '21 (HF)
Latin Fellow (LF)  Meghan Halloran '21 (SC)
Leaders in Technology (LiT)  Josh Hansel '19 (LiT)
Listen, Speak, Lead (LSL)  Konnor Herbst '20 (LiT)
Model UN (MUN)  Ross Hoch '20 (HF)
Pine Cobble (PC)  Andre Hui '21 (LSL)
Science Blast (SB)  Caroline Hung '19 (SB)
Spanish Fellow (SF)  Nate Jones '20 (WF)
Student Support Fellow (SSF)  Melinda Kan-Dapaah '20 (MUN)
Story Time (MGST)  Jacob Justh '21 (LiT)
Sunday Evening Tutoring (ST)  Sung Kang '19 (HF)
Writing Fellow (WF)  Cielo Perez '19

Philemon Abel '19 (HF, EOL)  Elizabeth Salisbury '18 (ST)
Stephen Ankoue '21 (HF)  Julie Geng '19(GT)
Mickey Babek '20 (HF)  Sara Paulsen '21(GT)
Alexia Barandarian ’19 (SF)  Maya Spalding Fecher '21 (GT)
Joe Bouvier '21 (HF)  Postyn Smith
Nicole Cabral ’19 (HF)  *Juliet Kelso ’18 (WF)
Bennet Caplin ’18 (DR)  Erin Kennedy '19 (EOL)
Spencer Carillo '20 (LiT)  Anna Kim '19 (WF, SSF, MGST)
Amelia Carroll '20 (PC)  Rebecca Kim '20 (HF)
Kameron Cineros '20 (PC)  Ethan Lopes '20 (SB)
Charlie Carpenter '20 (HF)  Peter Le ’21 (HF)
Kevin Coakley '20 (ST)  Lester Lee ’19 (LiT)
Charlotte Cooper '20 (HF)  *Audrey Lee '20 (MUN, LSL)
Rachel Cross '21(HF)  Emma Lezberg '20 (WF)
Akhil Dayal '21 (LiT)  Elisama Llera ‘18 (HV)
Ben Delgado '21(HF)  Evelyn Mahon ‘18 (WF)
Sharal Dottin '18 (LSL)  Samuel Mecha '21 (HF)
Elisar El-Gaouny '21 (PC)  Edwin Mejia '21 (HF)
William Farabow '18 (HF)  Sophia Millay '21 (HF)
Daniel Fisher ’18 (WF)  Danielle Moore '21 (HF)

*Anthony Fitzgerald '18 (WF)
Max Fuld '20 (HF)
Gursajan Gill '21 (PC)
Hayden Gillooly '21 (PC)
Diego Gonzalez ‘18 (LiT, GT, MGST)
Hannah Goodrick '18(EOL)
Faris Gulamali '21 (HF)
Meghan Halloran '21 (SC)
Josh Hansel '19 (LiT)
Konnor Herbst '20 (LiT)
Ross Hoch '20 (HF)
Andre Hui '21 (LSL)
Caroline Hung '19 (SB)
Nate Jones '20 (WF)
Melinda Kan-Dapaah '20 (MUN)
Jacob Justh '21 (LiT)
Sung Kang '19 (HF)
Cielo Perez '19
Elizabeth Salisbury '18 (ST)
Julie Geng '19(GT)
Sara Paulsen '21(GT)
Maya Spalding Fecher '21 (GT)
Postyn Smith
*Juliet Kelso ’18 (WF)
Erin Kennedy '19 (EOL)
Anna Kim '19 (WF, SSF, MGST)
Rebecca Kim '20 (HF)
Ethan Lopes '20 (SB)
Peter Le ’21 (HF)
Lester Lee ’19 (LiT)
*Audrey Lee '20 (MUN, LSL)
Emma Lezberg '20 (WF)
Elisama Llera ‘18 (HV)
Evelyn Mahon ‘18 (WF)
Samuel Mecha '21 (HF)
Edwin Mejia '21 (HF)
Sophia Millay '21 (HF)
Danielle Moore '21 (HF)
Brynn Moynihan '21 (PC)
Daniel Mueller ‘18 (SF)
Jessica Munoz '19 (HV)
Nathaniel Munson-Palumbo '20 (SF)
Eric Muscosky '18 (WF)
Panalee Muskoti '20 (ELL)
Natalie Newton '20 (EOL)
Jamie Nichols '21 (LSL)
Eric Pappas '21 (HF)
Seungmin Park '21 (HF)
Ryan Patton '18 (LiT)
Katie Quackenboss '20 (WF)
Ahad Qureshi '21 (HF)
Arielle Rawlings '18 (WF)
Anna Ringuette '19 (SB)
Paige Robichaud '21 (HF)
Rebeca Rodriguez '18 (HF)
*Ryan Roels '18 (HF)
Kate Roger '21 (HF)
Elizabeth Sachsse '18 (SSF)
Divya Sampath '18 (HF)

Hattie Shapiro '19 (BUX, PC)
Jack Schrupp '18 (HF)
Marissa Shapiro '18 (WF)
Maggie Shilling '18 (HF)
Megan Siedman '20 (SSF)
Kerry Swartz '19 (HF)
Adly Templeton '20 (ST)
Jessica Thompson '21 (LF)
Mikaela Topper '21 (HF)
*Darla Torres '18 (HF, SSF)
David Vascones '18 (HV)
Kyle Walker '19 (LSL)
Alexa Walkowitz '21 (PC)
Hunter Wieman (SB)
Caroline Weinberg '19 (HF)
Dawn Wu '18 (LiT)
Oliver Yang '20 (ST)
Tiffany Zheng '20 (LiT)
Appendix B

Erin Kennedy ’19
MGRHS Choirs 2017-18

This year I worked in the Mount Greylock middle school and high school chorus classrooms under the direction of Ouisa Forhaltz. My original goal for this work when I began this fall was to prepare for a thesis in choral conducting that I had hoped would involve the Mount Greylock choirs. Even when my thesis plans changed this winter, I had found working with the Mount Greylock choirs so rewarding and the experience so valuable that I chose to continue working with the choir this spring.

My position is most similar to what would be found in most student teaching programs. In the fall, I was present once per week in each choir; in the spring I was able to increase this to twice a week per choir. The work I did expanded over the course of the year as I built relationships with the students. In the fall, I taught and directed one song for each choir to sing in their concert. This spring, I taught each choir two songs while also helping Ouisa with some organizational tasks. Throughout the year, I have tried to instill fresh energy into the program by trying more out-of-the box activities and vocal exercises, which I hope have helped the students enjoy the music they’re making more.

My largest contribution to the choirs this spring has been in helping teach them music theory. Very few of the students could read music at the beginning of this year. While I spent the fall semester introducing them to elementary theory principles (solfege, simple intervals, and basic counting) whenever I led warmups, this spring I wrote a series of theory worksheets for both the middle and high school choirs. The students would then do these worksheets (often accompanied by a short theory lesson) once per week, and learned a great deal over the course of the spring semester.

Finally, my growing mentorship relationships with some of the students transferred out of the classroom as well. This spring I gave private voice lessons to one seventh grade girl, which allowed me to develop my own skills as a teacher while helping a promising young member of the Mount Greylock community at no cost to her.

I am extremely grateful for the opportunity I have had to work at Mount Greylock this year. It has been a wonderful learning experience for me, and I believe that I have been able to make a positive impact on the community there. I am additionally grateful that CLiA has been able to compensate me for this position, because it allows me to dedicate more of my time to working at the school rather than trying to volunteer there while holding another job. I look forward greatly to continuing this work next year.
Appendix C

Co-Curriculars
Special Enrichment Groups/Initiatives

MS and HS Writing Groups
Liza Barrett: MG Advisor

This year, the after-school writing group at Mt. Greylock served ten middle school students and ten high school students. The class, which is planned and taught by three or four Williams students, provides Mt. Greylock students with creative writing instruction. The course provides an opportunity for the students to interact with other young writers, peer review their work, and receive feedback from the Williams Fellows. In addition to providing the Mt. Greylock students with after-school enrichment, the program provides the Williams students with the opportunity to plan lessons, solo teach in their own “classroom,” and to give feedback on student work. It also provides the Williams students the chance to team teach and to learn from one another.

The students in both groups (middle school and high school) produced both short-form and long-form writing pieces, experimented with different writing styles, and had the opportunity to share their work. The class is a chance for students who love to write to engage in creative work rather than to write within the constraints of the regular school curriculum. The small class size allows each student to receive personalized attention and feedback on their work. Many of the students in the writing class have been attending for three or more years and come every single week to work on their writing and to enjoy the writing club community. In addition to meeting weekly at MG, at the end of each semester the HS and MS clubs combine and enjoy a “writing club party” on the campus of Williams college.

MG Student Testimonials:

“I love all the creativity—and being free to write about whatever is on my mind.” - MS Boy

“Writing Club was really fun. We all got along and had a good time just being together and pursuing our writing dreams.” - MS girl

“Writing club really helped me have the courage to share my work with others and learn to accept advice, tips, and ideas that will help me as a possible author someday.” - MS girl
Model UN (MUN) Club for Mt. Greylock Middle Schoolers
Audrey Lee ‘20, Darla Torres ‘18 and Melinda Kan-Dapaah ‘20
The Model UN Club for Mt. Greylock middle schoolers and high schoolers was an initiative started in the spring of 2017 which has been met with considerable success since its creation. Club activities consisted of weekly meetings at Williams, where the coaches train the students, who learn the ins and outs of Model UN through public speaking workshops and simulations of MUN debate. With this training, the students are prepared to attend conferences. This past year, the club has participated in three conferences organized by Clark University, Boston College High School, and the Cambridge School of Weston, achieving stellar results each time.

Overall, the current meeting time on Sundays from 4:00 to 5:30 pm has been relatively easy for coaches and students alike to incorporate into their schedules. One slight difficulty is that many students play sports, and there are occasional conflicts with events and competitions, but otherwise, there are no major issues. The students are very enthusiastic, supportive of each other, and always come with an open mind and positive energy, making them a pleasure to teach.

With such a group of committed members, the club has set more ambitious goals for the next year, and the coaches, Audrey and Melinda, look forward to guiding the students forward. All interested students are welcome to join the club, no Model UN nor public speaking experience is needed.
Williams Center at Mt Greylock
Pilot Model UN Club at Williams
4:00 - 5:30 pm Sundays, Schapiro Hall 141
Drop-off in the Congregational Church parking lot

Student coordinators/coaches (2017):
Audrey Lee ‘20 al1l@williams.edu 978-505-3255
Darla Torres ‘18
Melinda Kan-Dapaah ‘20

Mt Greylock contact:
Kaatje White kwhite@williams.edu 413-884-2608
Mary MacDonald mmacdonald@mghrs.org

Model UN website for more information
http://www.unausa.org/global-classrooms-model-un

The Model United Nations (MUN) pilot program at Williams is an enrichment opportunity for Mt. Greylock (MG) middle and lower high school students to learn about global issues through MUN. The program is sponsored by The Williams Center at Mt Greylock and coached by Williams students who were deeply involved in MUN in their home communities. The Williams students responsible will work with MG students in small groups to provide an individualized experience honing skills in critical thinking, writing, and public speaking. The ultimate objective is to attend at least one conference with other high school students in the state some time next year. More information to come!

Guidelines for MUN members:

● Sessions will take place every Sunday from 4-5:30 pm on the Williams campus in Schapiro Hall 141.
● MG students: please exchange contact information including cell numbers with MUN coaches so that you can alert each other in the event of cancellations or other need to communicate.
● Sessions during Williams College breaks, exam periods, and public school vacations are held at the discretion of the coaches.
● Although there will not be many assignments, MG students should expect some homework, such as research to do outside of training sessions in preparation for conferences.
● Please come to class with a positive attitude to learn and collaborate with others!
● Have a friend that wants to join the group or learn more? Please have them contact Kaatje White at kwhite@williams.edu or Audrey Lee at Alll@williams.edu prior to joining MUN. No drop-ins please.
This semester at Greylock myself and two other students, Konnor and Spencer, have been running and instructing a coding club. We have been focusing on learning Python 3 during the club, as we think it’s a great entry level language with lots of applicability to the real world. Working with Josh Romaker, a seventh grade math teacher at MGRHS, we have been working on a variety of elementary programming skills and concepts, and working towards building text based adventure games. Our goal for the club is to get the students to both enjoy coding and develop good programming skills that they can use later on in their computer science careers if they choose to do so. Additionally, we are trying to expose them to computer science in a fun low pressure environment so they can really pursue programming if they find it interesting. Initially we had trouble getting students to come to the club, and instructors from Williams to sign up. However I feel that the we have gained more traction among the students as well as had ample help from Williams students. I think that going forward, it would be great if we could get more students to sign up and advertise the club a little more heavily in the beginning of the year. Also I think that developing a more structured curriculum based on what the students are interested in would be a good idea as we definitely feel a little lost on how to move forward from certain activities if they’re not enjoyable for the students.
Hola Verano Summer 2017 Reflections
MG Spanish Teacher, Amy Kirby 8/1/2017

For me, it has been a wonderful experience getting to know WC students, being a part of the program.

Things that worked:
All Spanish, FUN, “Spanish Lite”, engaging themes, presenting things kids want to engage in

Things that I learned:
Expectations should be to speak in Spanish. The goal is getting kids to use the language and practice, get comfortable, etc.
(I was thinking they could speak about our topics and “themes” from the curriculum but really, that expectation is not realistic - my job is the curriculum during the year – this program, speak Spanish, have fun!)

Having a steady group may be dependent upon getting kids to sign up with a friend (incentive?)

Here are some ideas and changes I would consider for the future, given the above:

In the future I would only offer this program to serious students who will enter into Honors IV, V and AP students.

Start the program the week after fourth of July. Also, maybe run it for 2-3 weeks instead of 4. Keep times the same for the days/evenings chosen. (5-7 for both days or whatever time, but the same time for both days).

Your idea of having MG students sign up for this in the Spring will eliminate the need to email so often with reminders and explanations of the classes and expectations. To do this, when we present the program it would be best to also present the themes for each session/class. MG students reported not signing up because they didn’t know which sessions would be available. We can set up an automated reminder for students throughout the summer via Google.

I would love to work with WC students on curriculum for next year’s program. I think that this could be a natural conversation with WC students involved in my classes this year.

This year my advanced classes are meeting blocks 2 (Honors 5 + Ap Spanish- 12 students total) and block 8 (Sp.4, 23 students!!) I have never had a Sp.4 class that big so I ran it by Mary in an email to see if they plan to split it. As of now Blk. 2 & 8. I’m sure we will be in touch about this.

Thank you for lunch today. I apologize for the missing receipt (the total is at the top) although I don’t have a picture that includes all of the items. I had put it somewhere “safe” but I think it has already been recycled.
Appendix D

In-Kind Collaborations with Williams Faculty and Departments (35)

**Sciences**
Steve Sousa - ScienceBlast, MG Astronomy field trips
Jose Constantine - ScienceBlast
Alex Apostos - ScienceBlast
Matt Carter - ScienceBlast
Nate Cook-ScienceBlast
Charlie Doret-ScienceBlast
Catherine Kealhofer-ScienceBlast
Kate Jensen-ScienceBlast
Jeannie Albrecht-ScienceBlast
Dan Barowy-ScienceBlast
Andrea Danyluk-ScienceBlast
Iris Howley-ScienceBlast
Bill Jannen-ScienceBlast
Jay Pasachoff-Planetarium field trip
Hank Art-Eco Club
Drew Jones-EcoClub, BioBlitz
Noah Sandstrom-AP Psych talk
Swati Singh-Physics, GreylockTalks
Steve Swoap-Biology, GreylockTalks
Sarah Gardner - Envi planning GreylockTalk

**'62 Center**
Randy Fippinger - '62 Center workshops
Willa Simon - '62 Center workshops
Nate Wiessner - '62 Center, MG Musical and middle school day at Williams support

**Music**
Marjorie Hirsch - Ephs Out Loud, MG fall concert

**Dining Services**
Dining Services and Paresky staff-Special Ed field trip (3+ staff)

**Alumni Office**
Michael Rodriguez - Senior college and career readiness workshop

**Career Services**
Robin Meyer-Senior resume workshops
Kristin McCormack-Senior resume workshops

**Davis Center**
Shawna Patterson-Davis-Listen, Speak, Lead
Tatiana McInnis-Senior college and career readiness workshop

**Math/Stats**
Bernhard Klingenberg-Math, GreylockTalks
Steve Miller - Math, GreylockTalks, ScienceBlast
Appendix E

College Essay Writing Coaches 2017 - ‘18
Williams College and Community Outreach

Liz Costley - 3 students
Jonathan Igoe – 2 students
Kathleen Judge Igoe - 2 students
Phil Smith - 7 students
Peter Thompsen - not utilized
Jessica Dils - 3 students

Number of Mt. Greylock students who voluntarily sought out and utilized assistance from College Essay Writing Coaches during the 2016-‘17 academic school year: 17
Need Help on Your College Essay?

The following list of Williams College and community writing coaches are willing to assist MG juniors & seniors with the crafting/revision process. Simply contact them directly, introduce yourself and ask for their help looking over your essay draft.

**Liz Costley** loves dogs, muffins and helping students write their college essays. Her children, Cate and Luke Costley, are Mt. Greylock graduates, and she is a Williams College alum. lizcostley@gmail.com

**Jonathan Igoe** is the Director of Overland and remembers struggling with his college essay. He would be happy to give feedback on yours. Please contact him if you would like some help. jonathan@overlandsummers.com

**Kathleen Judge Igoe** has taught English to eighth graders through seniors at the Emma Willard School in Troy, NY, at Roland Park Country School in Baltimore, MD, at Packer Collegiate Institute in Brooklyn, NY, and most recently, at Pine Cobble School. A graduate of Williams College and the Bread Loaf School of English, she is currently tutoring and working at Overland and enjoys helping writers revise their essays. judgeigoe@gmail.com

**Phil Smith** worked full-time in admission at Williams for 40 years and read applications for an additional 14 years after retirement. He is happy to meet with any college essay writer and to help him/her in putting together an essay that best describes the values, experiences and qualities that the writer wants the college to understand and appreciate. Philip.F.Smith@williams.edu

**Peter Thomsen** helps run his family's boys camp in New Hampshire. As a former college teacher, high school coach and current camp director, he enjoys working with young adults looking for jobs and applying to schools. peter@campdeerwood.com

**GUIDELINES:**

- Be prepared with an early draft of your personal college essay **before** contacting a college essay coach.
- Feel free to contact one of the volunteers provided on our list by email for feedback and assistance.
- If s/he is unable to assist you, contact another volunteer.
- Once you’ve found someone to help you, try to keep your email conversation to two or three exchanges and be sure to thank your volunteer.

For more information please contact Kaatje White (kwhite@williams.edu) or Jessica Dils (jessdils@gmail.com)
Liza Barrett (7th – 12th grade after school writing groups) (# MG students 21) and 7th grade English (40)
Sharyn Dupee (8th grade English) (35)
Alexander Davis (English) (35)
Blair Dils (high school English) (60)
Matt Fisher (high school English) (35)
Ouisa Fohrhaltz (middle/high school chorus) (20)
Kellie Houle (high school English) (35)
Amy Kirby (AP Spanish) (12)
Danielle Price (Academic Support, grades 7 & 8) (15)
Rachel Slocik (Academic Support, high school) (10)
Shannon Vigeant (Spanish projects) (15-20)
Marty Walters (After School Homework Fellows advisor) (15-20)
Josh Roemaker (Technology, Lit.io advisor) (12)
Amy Turner (Latin) (20)
Jeff Welch (History) (30)
Eric Forsberg (After-school play) (6)
Appendix G

Feedback from Fellows’ Surveys:
MG Culture

“I think the teachers do a extraordinary job of making work accessible to and supportive of the students. But unfortunately, the school lacks appropriate rigor in cultivating a climate of tolerance toward mental illness, gender empowerment/discrimination, and peer-to-peer support. I am not well versed in religious matters at the school, but I know that there is a lack of racial diversity initiatives given that the school is very homogeneous in racial demographics. But there can be so much more done in terms of educating students on racial stereotypes, histories, activism, and general cultural/political awareness.”

“In regard to the Mt. Greylock culture question, I was surprised by the amount of intolerance that was perpetuated by teachers. I was assigned the periods directly after lunch and would often arrive to the classroom during lunch while the teachers were eating their meals. They would ignore me during this time—which made me feel like an unwanted intruder—but would also have pretty uncomfortable conversations insulting students or other teachers. Early on in the year, they were gossiping about a coworker because she was dating a black man and repetitively said things like "I could never," or "I don't know why she would ever do that." Overhearing that made me pretty uncomfortable being in the classroom from then on out. Similar patterns would happen when they talked about students who didn't dress like their assigned sex roles when they would say things like "I hope they learn to be a normal girl soon." The students seem to be pretty progressive. They use offensive language from time to time but as soon as you say something like "I know you're making a joke but you have to remember that that kind of language is hurtful to other people," they tend to recognize the fault in their actions and seem to take the guidance to heart. There are a lot of posters around the school advertising for the Gay Straight Alliance and while I think they still don't have a full grasp on things like privilege or intersectional oppression, they have a good concept of tolerance.”

“I love this program! I hope it continues and builds a larger Williams Fellows network for the sake of the students at MGRHS. I think CLiA does so much to support the fellows, but I still see many serious needs at the school that I feel can and should be met. I specifically refer to the lack of diversity initiatives and gender discrimination that are very real and present at the school. I think fellows can do a lot to make an impact in these areas by coming to these schools with an awareness of these needs and getting, perhaps, some training amongst themselves to figure out ways to address these needs. I learned that it is HARD to be a tutor, for I often felt like a student instead. This school makes me take the back seat because I am only a temporary visitor and I have so much to learn about its culture, demographics, community, and curricula. I think it’s amazing that there is such a thing as Directed Study with trained professionals to best support the students. I think more can be done in terms of cultivating better study skills and computer skills (i.e. typing). I wonder if there are any good mental health support services... I find it unexpected that the high school includes middle school and that there is a strong tradition of athleticism throughout the student body. Educational rigor also surprised me. It is not as competitive or oriented towards high achievement because many of the students struggle to even "get by." I hope there can be access to resources and strengthening of academic culture to address this issue. This program has humbled me. It’s taught me tons and welcomed me into
their community with open arms. I recognize so much need that can be better addressed through the fellows, so I hope the program grows."

“Learning how to address the underlying causes of racist/sexist/homophobic behavior, and making sure students know why their behavior is wrong instead of just saying "that's bad. Don't do that"."
Appendix H

Using Zipgrade for Assessments and Data Analysis
Stephanie Kopala, Grade 11 Teacher, Drury High School
Level: All

Zipgrade is a free app that allows teachers to quickly score assessments by taking a picture of the bubble sheet with their smartphone or tablet. The data is then instantly uploaded to their secure website where teachers can track student progress and use the data to inform instruction or to determine when further interventions are needed.

Technology to Improve Two-Way Communication
Brian Pious, Grade 9-12 Teacher, Drury High School
Level: All

Traditional forms of communication may not be the best way to form two-way bridges between the classroom, parents, and the greater community. Come learn about the assortment of Internet-based tools that can improve not only communication within the classroom but also beyond.

Google Drive for Beginners
Emily Pious, Grade 7/8 Teacher, Drury High School
Level: Beginner, all grades

Get started with Google Drive's cloud-based tools - Documents, Sheets and Slides. These tools are an easy and free way for you and your students to create documents, spreadsheets and
presentations. Sharing is also easy with Google Drive - allowing for easy feedback and less paper to manage.

**Google Drive Next Steps: Templates and Forms**  
Emily Pious, Grade 7/8 Teacher, Drury High School  
Level: Intermediate/Advanced

Ready to take your Google Drive skills to the next level? Learn to use Drive templates and forms to create a variety of document types, calendars, lesson plans, new ways for students to submit work, student surveys, and more.

**BookCreator for Beginners**  
Jaana Mutka, Grade 3 Teacher, Brayton School  
Level: Beginner, K-12

BookCreator is one of the most popular education app amongst teachers of all subject areas, and is suitable for students of all skill levels and abilities. It is a versatile and an intuitively set-up app, that allows students to present their learning in digital format. Students can create digital content using text, audio recordings, photos, and videos. In this workshop you will learn how to use Book Creator and explore ideas on how to utilize it across subject areas. Bring in your project ideas and discover how to incorporate BookCreator into them to make them even more engaging and exciting with technology.

**Creating Symbaloos for your Classroom**  
Marie Kelly Whitney, Grade 4 Teacher, Greylock School  
Level: All

Symbaloo is a visual bookmarking tool that makes it simple and fun to organize the best of the web. Symbaloo allows teachers to share valuable resources with their students and with each other. You can add/bookmark any link you find on the web to a customized tile, and organize your tiles in different webmixes or pages. You will have all your favorite websites at your fingertips. With an account you can access your bookmarks from everywhere with any device and share your online resources with others. Great way to organize all the and share what you find.
**Nearpod in the Classroom**
Diane Ryczek, Technology Coordinator, North Adams School District  
Level: All

Learn to use Nearpod in your classroom. It will quickly become a go-to tool for interactive presentations and assessments. We will go to the Nearpod website and learn to create your own multimedia presentations or use a growing library of pre-made offerings. You can upload videos, images, audio clips, and PDF files and can embed multiple-choice quizzes, slideshows, polls, draw-its (students write directly on a slide), and open-ended questions. This site works for all ages. Come with a lesson in mind and bring documents and info that you might use to support the lesson.

**Teacher Tools for the Classroom**
Diane Ryczek, Technology Coordinator, North Adams Public Schools  
Level: All

See a variety of tools that are available for teachers to use in the classroom. Spend time exploring tools that you might be able to use including PowerPoint Jeopardy games, math games, Kahoot, assessment tools such as building cubes online, group makers, timers, and so much more.

**FastBridge/Realize Training**  (Designed for NAPS educators)
Kimberlee Chappell, Literacy Coordinator, North Adams Public Schools  
Level: All

With the adoption of FastBridge, a new assessment program, and ReadyGEN, our new core curriculum for ELA in the NAPS District, it is intended that this training introduces/demonstrates/refreshes how to navigate both web-based systems, administer assessments and access resources.

**Designing a Prezi for your Classroom**
Staci Lazzari, Elementary Music Teacher, Colegrove Park School  
Level: All

Prezi is a free web based tool for creating presentations. It is a user friendly program very similar to a power point, except instead of slides you are creating an engaging animation using text, pictures, sound and video. You can use the prezi website for student projects, animating your favorite children's books and a more engaging approach to teaching lesson in class
**Intro to Planbook.com – Learning how to create lesson plans like a pro**  
**Wendy Nelson, Grade 6 Teacher, Colegrove Park School**  
**Level: All**

This professional development opportunity will introduce you to the many features of Planbook.com. You will learn how to create classes and design and work with templates that align with district goals. This exciting platform allows you to connect to state and common core standards to build your lessons to meet the needs of your students and to create reports that can track the standards that are being covered throughout your school year. A teacher’s life is complicated enough with all of the papers and folders we accumulate, so learn how assignments, rubrics, and links can be attached to your lesson plans to avoid the clutter and confusion. The sharing capabilities of this platform also allow you to share your lessons, and assignments, with administration, peers, special education staff, parents, and students. Lastly, Planbook.com allows you to reuse previous year’s lessons so you don’t have to reinvent the wheel every year but instead allows you to tweak your lessons to meet the individualized needs of your current learners, while saving you time and effort.

**Google Docs Explosion!**  
**Eileen Belastock, Director of Academic Technology, MGRSD**  
**Level: All**

Learn a new and exciting way to package content and make it engaging for all students at all grade levels. HyperDocs allow teachers to create meaningful content, differentiate curriculum, encourage collaboration & inspire tech creativity - all in a student-driven package. It offers a platform that empowers students to explore new approaches and engage with relevant and meaningful content. Based on the book The HyperDoc Handbook: Digital Lesson Designs Using Google Apps, this learning session will provide participants with the tools and resources necessary to create HyperDocs in their classrooms.

**Coding in your Classroom**  
**Marie Kelly Whitney, Grade 4 Teacher, Greylock School**  
**Level: All**

Take a leap of teaching faith by adding coding to this year’s lessons! Expand your writing assignments to involve animation learned from programs like Hour Of Code and Alice. Best used with students 5th grade or higher.
Checking for Understanding Using Online Formative Assessment Apps
Ellen Kaiser, Grade 7 Social Studies Teacher, Mount Greylock Regional School
Level: All

What formative assessments are you using in your classroom? This workshop will introduce participants to online resources which collect and analyze student data allowing teachers to check for student understanding. Additionally, these online resources are easy to integrate into your lesson plans!

Schedule for the Day

Arrival and Check-in: 8:30-8:50am

Welcome: 8:50-9:00am
Schapiro 141

Workshop 1: 9:00-10:20am
A. Technology to Improve Two-Way Communication, Brian Pious (Drury High School): Schapiro 141
B. Google Drive Next Steps: Templates and Forms, Emily Pious (Drury High School): Schapiro 241

Workshop 2: 10:30-11:50am
A. Intro to Planbook.com: Learning how to create lesson plans like a pro, Wendy Nelson (Colegrove Park): Schapiro 141
B. Teacher Tools for the Classroom, Diane Ryczek (NAPS Technology & Mentor Coordinator): Schapiro 241

Lunch and conversation, reflections, and next steps: 12:00-1:30pm
Schapiro 141

Workshop 1A: Technology to Improve Two-Way Communication, Brian Pious (Drury High School): Schapiro 141

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Wifi Access
http://oit.williams.edu/help-docs/guest-accounts/

We hope you will stay in touch and be a part of TechConnect's next steps!
Appendix J

Williams Fellows Program Description
Writing Fellows, Student Support Fellows,
Subject Area Fellows
2018 – ’19

Now entering its eleventh year at Mt. Greylock Regional School as one of the many programs of the Williams Center at Mt. Greylock, the Williams Fellows program is an official component of the college’s Center for Learning in Action. We look forward to having Williams students serve each year as writing coaches and student mentors in middle and high school English and academic support classrooms. Fellows are also recruited to assist in other subject areas including select language, math, science, history, art and music classrooms, which varies in any given school year.

Writing Fellows assist students with their writing through various stages of revision with the guidance of Mt. Greylock teachers during weekly visits to individual English classrooms. In addition, some Fellows offer high school students writing critique remotely via Google Docs. This opportunity gives Williams students a chance to contribute to the dynamics of a middle or high school classroom, gaining valuable, hands-on, classroom and critiquing experience.

Our Student Support Fellows work in academic support and study skills classrooms with middle and high school students who benefit from extra assistance beyond the traditional classroom. The Student Support Fellows serve as role models and coaches to enhance student skills and confidence across the curriculum through one-on-one or small group engagement. This position allows Williams students interested in working in the field of special education valuable, hands-on experience with individual students.

Subject Area Fellows serve in a similar capacity as Writing Fellows, assisting middle and high school students in those specific subject areas in individual classrooms. Mt. Greylock teachers utilize their Williams Fellows in a variety of ways to better reach the needs of individual and small groups within their classrooms.

Writing Fellows will be selected because of their experience as strong writers and their desire to serve as teaching coaches to the students at Mt. Greylock. Student Support Fellows will also serve as role models and should exhibit a desire to work with students who face academic, social, behavioral and/or cognitive challenges. Subject Area Fellows are selected because of their experience and background in those specific subject areas and their willingness to serve as teaching coaches to students.

The expected time commitment from Williams Fellows is approximately 3 to 4 hours per week, from late September through early May; Fellows are not expected to work during Williams or Mt. Greylock vacations or during Winter Study. These are paid positions; although not required, it is helpful for
candidates to be licensed drivers as they will travel to and from Mt. Greylock once or twice a week. Fellows gatherings take place on campus two to three times per academic year, facilitated by designated “Fellows Captains” for community-building gatherings and informal presentations given by inspiring and experienced educators.

Applications for serious candidates are available by emailing jessdils@gmail.com (Writing Fellows & Student Support Fellows) or kwhite@williams.edu (Subject Area Fellows). Interviews take place during the late spring and early fall. Coordination of Williams students’ class schedules with those of the high school students will take place during the month of September. An orientation session on campus will be required before visits to Mt. Greylock begin in late September. Any further questions can be directed to Jessica Dils, jessdils@gmail.com. Feel free to visit the Williams Center at Mt. Greylock website, http://sites.williams.edu/center-at-greylock where you will find a tab under “Programs” about the Williams Fellows program.

Jessica Dils, MFA, jessdils@gmail.com
Williams Fellows Program Coordinator

Kaatje White, kwhite@williams.edu
Williams Center at Mt. Greylock Director
Associate Director, High School Outreach, Center for Learning in Action
Science is more than just knowledge; it is a way to explore the world. Science is about innovation, creativity and ingenuity to find answers to new problems. The mission of ScienceBlast is to expose 10th grade students to the college-level sciences and lab facilities while inspiring them to explore a range of scientific fields as they think about their science options in college.

Science Workshops

All workshops are offered during both sessions and will be capped at fifteen students. Session descriptions are on the second page.

Rank your session choices online at the following website:
http://sites.williams.edu/center-at-greylock/scienceblast/

Brightness and Distance in Astronomy
Thompson Physics Lab 301

Egg Drop Mathematics
Clark Hall 204

Physics of Chocolate
Thompson Physics Lab 215

Science of Taste
Thompson Biology Lab 202

Seeing the Invisible
Morley Scientific Lab 245

Storms, Waves and Disappearing Beaches
Clark Hall 103

The Future of Computers
Thompson Chemistry Lab 206

Schedule of Events

8:55-9:10 Opening Remarks (Thompson Physics Lab –TPL 203)
José Constantine, Assistant Professor of Geosciences

9:15-10:15 Science Workshop, Session 1

10:20-10:35 Snack break on the Science Quad (Eco Café, rain location)
10:40 - 11:40  Science Workshop, Session 2
11:45          Wrap-up and questions (Thompson Physics Lab – TPL 203)
12:00 pm       Buses depart to Mt. Greylock

If you have any questions, please contact Kaatje White (kwhite@williams.edu)
SCIENCE WORKSHOP DESCRIPTIONS

**Brightness and Distance in Astronomy**  
Steve Souza & Ethan Lopes (‘20) (Astronomy)  
*Location: Thompson Physics Lab 301*

One of the most important and difficult problems in astronomy is the accurate measurement of distances to stars, galaxies, etc. There are many methods, most based on trigonometry or the properties of light. We will explain and demonstrate how the relationship between apparent brightness and distance is used to determine distances of astronomical objects. We will also visit our rooftop observatory, and (safely) view the Sun, weather permitting.

**Egg Drop Mathematics: It IS all it’s cracked up to be.**  
Steven Miller (Mathematics)  
*Location: Clark Hall 204*

Consider a building with N floors, labeled 1, 2, ..., N and the following artificial problem (which we'll see is connected to a lot of great modern mathematics). We have k identical eggs, and assume if an egg cracks when dropped from a floor it cracks from all floors higher, while if it doesn't crack when dropped it suffers no damage and can be used again. We want to find the highest floor where we can safely drop eggs without their cracking in the least number of drops. How do we do this? And why do we care?

**Storms, Waves and Disappearing Beaches**  
José Constantine & Caroline Hung ‘19 (Geosciences)  
*Location: Clark Hall 103*

On a summer’s day, it may seem as if there’s enough sand to keep beaches around forever. But on occasion, storms can whip up powerful waves that rip and tear away at the sand, dramatically eroding the coast. Climate change is expected to strengthen these storms, and there is a well founded fear about the future of our beaches and coastal environments. Working together, we'll have the chance to generate our own waves to study beach erosion. We'll even witness the remarkable ability of beaches to heal themselves, giving us hope for the future.

**Science of Taste**  
Matt Carter (Biology)  
*Location: Thompson Biology Lab 202*

How does the tongue sense and perceive taste? In this hands-on workshop, we will taste a variety of foods and describe what is occurring on the tongue at a biological and chemical level. We will also explore how the sense of smell contributes to the flavor of food, as well as the other factors that contribute to our enjoyment of food. Finally, we will have fun with some “gastronomical illusions,” in which the brain is fooled into thinking it tastes something different from what is present on the tongue.
Seeing the Invisible
Nate Cook & Anna Ringuette('19 (Chemistry) Location: Morley Scientific Lab 245
How do scientists measure the concentration of gases in the air, non-invasively visualize brain tumors, or determine the size and composition of planets and stars? In this hands-on session, we’ll learn about the science and instruments involved in the measurement of light by building your own Lego spectrometer! After, we'll measure some test solutions and see how our DIY-Lego instrument compares to a much more expensive research grade spectrometer.

Physics of Chocolate
Location: Thompson Physics Lab 215
Charlie Doret, Catherine Kealhofer, & Kate Jensen (Physics)
Most of us have some familiarity with the phases of matter—and the transformations between them—in the context of water, which boils to create steam or freezes to form ice. But you might not know that the phases of many everyday materials have been carefully engineered to be stronger, tougher, or otherwise more useful. This includes glass, steel, plastics...and chocolate! It turns out that there are at least six different solid phases of chocolate, but only one of them is the hard, glossy form that we like to eat. In this hands-on activity, we'll explore how to control phase transformations, and then apply what we've learned to "temper" chocolate, making delicious treats to eat.

The Future of Computers
Location: Thompson Chemistry Lab 206
Jeannie Albrecht, Dan Barowy, Andrea Danyluk, Iris Howley, & Bill Jannen (Computer Science)
Computer science is the study of the theory and design of computational systems. The problems that computer scientists encounter range from the abstract--determining what problems can be solved with computers and the complexity of the algorithms that solve them--to the tangible--designing applications that perform well on handheld devices, are easy to use, and uphold security measures. In this talk, members of the CS faculty will highlight key problems in several different subfields of computer science, including machine learning, human computer interaction, and distributed systems. We will also look at specific problem-solving strategies related to hashing and crowd-sourcing.

Testimonial:
Dear Professor Miller,
Thank you so much for taking part of your day to give such an interesting seminar on the egg drop problem! We both had fun trying to think of new ways to solve problems.

Our names are Owen and Helen, and our math/science teachers are Mr. Burdick (chemistry, sburdick@mgrhs.org) and Mr. Thistle (calculus, rthistle@mgrhs.org) and Mr. Pratt (algebra II, npratt@mgrhs.org).

We both enjoy math, and if you ever have need for a high schooler to help out, please let us know! Again, thank you so much for an awesome day of learning!

Best, Owen and Helen (Mt Greylock 10th graders)
Appendix L

GreylockTalks 2017 - ‘18

Physics Professor, Swati Singh, Detecting Force Fields
No Lost Generation - Refugee Advocacy. Emma Lezberg ’21 and others.
Professor Bernhard Klingenberg -
"Multivariate Thinking: Should we pay our teachers less?"
Math Professor, Steve Miller, "Pythagoras at the Bat"

Greylock StoryTime 2017 - ‘18

Diego Gonzalez '18 From Pong to Reality
Anna Kim '19 Finding Your Fire in the Stream of Life
Appendix M

Williams Center at Mt Greylock Calendar of Events 2017- ‘18

September

Sunday 9/27  Fellows Orientation@Williams, Shapiro Hall 4-5 PM
Mon, Tues, Thurs 9/25,9/26, 9/27
  After-school Homework Help w/ WF@MG Mon, Tues/Thurs. 2:30-4
  Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
  WF in selected English, Spanish, History and Academic Support

Sunday 9/24
  Evening high school homework help w/ WF@Williams,
  Greylock Hall. 7-8:30pm

Thursday 9/28
  High school after-school Writing Group@MG 3:45 - 5:00pm

Sunday 9/24
  Model UN meets@Williams 3-4 PM in Shapiro 141

Wednesday, Sept, 27
  GreylockTalk, Physics Professor, Swati Singh. "Detecting Forces and
  Fields: using quantum systems as detectors for specific fields/forces.

October

Mon, Tues, Thurs 10/2-10/31
  After-school Homework Help w/ WF@MG Mon, Tues/Thurs. 2:30-4
  Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
  WF in selected English, Spanish and Academic Support classes

Sunday 10/1-10/29
  Evening high school homework help w/ WF@Williams.
  Greylock Hall. 7-8:30pm

Thursdays 10/9-10/26
  Middle/high school after-school Writing Group @MG, 2:30 - 5:00pm

Sun 10/1-10/29
  Model UN meets@Williams 4-5 PM in Shapiro 141

Mon and Thurs 10/2-10/30
  Leaders in Technology after-school pilot @MG 2:45-5 PM
Thursday. 10/12
62 Center Series dance workshop@ Williams, MG wellness.
Tero Saarinen Dance Company

Wed 10/18
MG Get Acquainted concert @Williams, Chapin Hall

Thurs. 10/26
GreylockTalk, Rich Cohen

Mon 10/23
AP Psychology, Professor Noah Sandstrom

November
Mon, Tues, Thurs 11/2-11/21 and 11/27-30
After-school Homework Help w/ WF@MG Mon, Tues/Thurs. 2:30-4
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
WF in selected English, History, Spanish and Academic Support

Sundays 11/5,12,19
Evening high school homework help w/ WF@Williams.
Greylock Hall.7-8:30pm

Thurs 11/2,9,16,30
Middle/high school after-school Writing Group @MG, 2:30 - 5:00pm

Sun 11/5,12
Model UN meets@Williams 4-5 PM in Shapiro 141

Sat 11/18
Model UN competition at Clark University

Mon 11/6-16
Leaders in Technology after-school @MG 2:45-5 PM

Tues. 11/28
Williams International hosts MG International Club@Williams

Wed. 11/29
WCF art workshop in visual arts; Anna MoriartyLev, Cartooning

December
Mon, Tues, Thurs 4-7 ONLY
After-school Homework Help w/ WF@MG Mon, Tues/Thurs. 2:30-4
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
WF in selected English, History, Spanish and Academic Support

Sundays 12/3,10
Evening high school homework help w/ WF@Williams.
Greylock Hall.7-8:30pm

Thurs 12/7
Middle/high school after-school Writing Group party @Williams

Sun 12/3,10
Model UN meets@Williams 4-5 PM in Shapiro 141

Mon 12/4, 11
Leaders in Technology after-school @MG 2:45-5 PM

Thurs 12/7, Fri 12/8 (TBD)
Hour of Code with Williams Leaders in Tech. 7th and 8th grade.

Wed 12/6
SPED field trip/tour to Paresky dining hall

Thurs. 12/7
Writing group fall celebration @ Williams
Tues, 12/19, Wed 12/20
8th grade debates @ Williams. Griffin 3.

Tues. 12/19  GreylockTalk, Professor Steve Miller. Baseball Math.
Tues. 12/19  Youth Environmental Squad tour of Zilkha Environmental Center

January
Mon, Tues, Thurs 1/8-25
After-school Homework Help w/ WF@MG Mon, Tues/Thurs. 2:30-4
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
WF in selected English, History, Spanish and Academic Support

Sundays 1/7,14,21
Evening high school homework help w/ WF@Williams.
Greylock Hall.7-8:30pm

Thurs 1/11,18,21
Middle/high school after-school Writing Group party @Williams

Sun 1/14,21
Model UN meets@Williams 4-5 PM in Shapiro 141
TBD Leaders in Technology after-school @MG 2:45-5 PM

Thurs. 1/4 ForkLift Dance workshop@Williams.

Wed, 1/10 GreylockTalk Refugee Advocacy

Wed,1/24 MG StoryTime, Diego Gonzalez ‘18, Virtual Reality
TBD Youth Environmental Squad tour of Zilkha Environmental Center

February (MT GREYLOCK SPRING BREAK 2/19-23)
Mon, Tues, Thurs 2/5-15 and 26, 27
After-school Homework Help w/ WF@MG Mon, Tues/Thurs. 2:30-4
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
WF in selected English, History, Spanish and Academic Support

Sundays 2/4,11
Evening high school homework help w/ WF@Williams.
Greylock Hall.7-8:30pm

Mondays 2/5, 12, 26
Middle/high school after-school Writing Group

Sun 2/4,11,18,25
Model UN meets@Williams 4-5 PM in Shapiro 141

Thurs 8.15 After school coding club@MG 2:45-4 PM

Wed 2/6 MG English Department professional development day @ Williams

Tues 2/28 ART PD workshop, Tessa Kelly W’10/Chris Parkinson, architects
March (WILLIAMS SPRING BREAK 3/7-3/1)
Mon, Tues, Thurs 3/1-15
After-school Homework Help w/ WF@MG Mon, Tues/Thurs. 2:30-4
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
WF in selected English, History, Spanish and Academic Support
Sundays 3/4 and 3/11
Evening high school homework help w/ WF@Williams.
Greylock Hall.7-8:30pm
Mondays 3/5 and 3/12
Middle/high school after-school Writing Group
Sun 3/11 Model UN meets@Williams 4-5:30 PM in Shapiro 141
Thurs After school coding club@MG 2:45-4 PM
Sat 3/4 MUN at BC High School Competition
Tues 3/6 ART PD workshop/ Allison Kolesar illustrator.

April (MG SPRING BREAK 4/16-20)
Mon, Tues, Thurs 4/2-12 and 4/23-30
After-school Homework Help w/ WF@MG Mon, Tues/Thurs. 2:30-4
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
WF in selected English, History, Spanish and Academic Support
Sundays 4/8,15.22.29
Evening high school homework help w/ WF@Williams.
Greylock Hall.7-8:30pm
Mondays 4/2, 9, 23,30
Middle/high school after-school Writing Group
Sun 4/1.8.15.22.29
Model UN meets@Williams 4-5:30 PM in Shapiro 141
Thurs 4/5, 12, 26
After school coding club@MG 2:45-4 PM
TBD GreylockTalk, Diego Gonzalez ‘18, Virtual Reality
Sunday 4/22 Ecology club Earth Day meeting, Hopkins Forest
Friday 4/6 Model UN information/recruitment meeting
Tuesday 4/11 GreylockTalks, Professor Steve Swoap
"Human Hibernation: We may need to be cool to get to Mars"
Sat 4/21 Model UN conference at Cambridge School of Weston
Fri 4/27 YES Green Week speaker@MG, Sarah Gardner, Associate Director
Center for Environmental Studies
Monday 4/30 Listen, Speak, Lead!, MG student Leadership event@Williams
**MAY**

Mon, Tues, Thurs 4/30-5/10  
*After-school Homework Help w/ WF@MG* Mon, Tues/Thurs. 2:30-4  
*Drop in and Play w/WF@MG library* Mon, Tues/Thurs 4PM-5PM.  
WF in selected English, History, Spanish and Academic Support  

Sundays 5/29, 5/6 and 5/13  
*Evening high school homework help w/ WF@Williams.*  
Greylock Hall. 7-8:30pm

Mondays 5/7, 5/14  
*Middle/high school after-school Writing Group*  

Sun 5/6,5/13  
*Model UN meets@Williams* 4-5:30 PM in Shapiro 141  

Thurs 5/3, 5/10  
*After school coding club@MG* 2:45-4 PM  

Fri, May 4  
*GreylockStory, Anna Kim’19,*  
“Finding Your Fire in the Stream of Life”  

Mon, May 7  
*Writing Club party afterschool@Williams*  

May 14  
*ScienceBlast for all MG 10th graders@Williams*  

May 9  
*Resume writing workshop for 10th graders with Williams Career Ctr*  
Kristen McCormack and Robin Meyer  

May 25  
*GreylockTalks, Professor Bernhard Klingenberg,*  
"Multivariate Thinking: Should we pay our teachers less?"  

**June**  

June 14  
*HS astronomy to Williams planetarium*  

June 25  
*7th and 8th grade field day at MG*
## Listen, Speak, Lead: Mount Greylock Student Leader Conference 2018

<table>
<thead>
<tr>
<th>Time (PM)</th>
<th>Venue</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00-5:30</td>
<td>Phy 203</td>
<td>Keynote speech (30 min) Shawn Patterson-Davis</td>
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<tr>
<td>5:30-5:35</td>
<td>N/A</td>
<td>Buffer &amp; movement time</td>
</tr>
<tr>
<td>5:35-6:20</td>
<td>Bio 202, Phy 113, Phy 114, Phy 207</td>
<td>Workshops 1: Identities &amp; Effective Communication (45 min)</td>
</tr>
<tr>
<td>6:20-6:25</td>
<td>N/A</td>
<td>Buffer &amp; break time</td>
</tr>
<tr>
<td>6:25-7:10</td>
<td>Bio 202, Phy 113, Phy 114, Phy 207</td>
<td>Workshop 2: Active Listening (45 min)</td>
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<tr>
<td>7:10-7:50</td>
<td>Eco Cafe</td>
<td>Dinner</td>
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<tr>
<td>7:50-8:00</td>
<td>Eco Cafe</td>
<td>Closing remarks, over dinner</td>
</tr>
</tbody>
</table>
Appendix O

Williams Center Programming

Williams students will be available for academic support and extracurriculars after Sept. 24. There will be no programming during Williams College vacations. Visit http://web.williams.edu/admin/registrar//calendars/ for the Williams calendar.

Academic Support...

At Mt Greylock:

Williams Homework Fellows are available Monday, Tuesday and Thursday afternoons from 2:30 - 4:00 pm to mentor MG students in all academic subjects. While homework help is primarily geared towards students in grades 7-10, older students are most welcome. NO FEE.

Contact Marty Walter at mwalter@mqrhs.org for more information or to sign-up.

At Williams:

Williams students are available to provide high school students in grades 9 - 12 with homework help on Sunday evenings from 7 - 8:30 pm in Greylock Hall on the college campus. Mt. Greylock students must come with homework, NO FEE.

Sign-up in Guidance. Please no drop-ins; space is limited.

Private tutoring at Williams:

Williams students are available for private tutoring in most subjects including SAT prep. Fee is $15/hr. paid directly to the Williams tutor. Scheduling is coordinated between MG students and Williams tutors and all sessions must take place in a public spot on the Williams campus.

Please contact Kaatje White at kwhite@williams.edu for a list of recommended tutors
Sunday Evening Tutoring at Williams -
Kevin Coakley and Oliver Yang

Although unintentional, the Tuesday Night Tutoring program this year was similar to the MSRC model on campus; a couple of college tutors who can help with STEM are available at a set time and date. High school students drop in for homework help with no particular commitment. This shift away from the peer-tutoring matching method we had previously used was due to the lack of consistency from high school students.

Students mostly came to tutoring sessions before major tests in classes or when homework was particularly tough. On average, three to four students came to each session. While the majority of the students needed AP Physics or Honors Chemistry help, some brought work in Algebra and Pre-Calculus. Later in the Spring semester, there were a couple of students that sought SAT practice. Although the decreased number and lack of consistency was a bit of a disappointment, one highlight was more groupwork among the high school students. For example, two students always came together to work on AP Physics homework. Students were also happy to share textbooks or remind each other of assignments.

It was difficult to have consistent college student tutors. Most tutors were "on-call" and would come if we emailed them earlier in the day, but we often didn't need many tutors. It was helpful to have versatile tutors (such as Adly or Daniel) who felt comfortable with a variety of subjects, such as physics and algebra.
Williams Center at Mt Greylock
Sunday Evening Homework Help at Williams
7:00 - 8:30 PM Greylock Hall

Student coordinators (2017-'18):
Kevin Coakley
Oliver Yang

Mt Greylock contact:
Kaatje White  kwhite@williams.edu  413-884-2608
Beverly Maselli  bmaselli@mgrhs.org  413-458-9582 ext 105

School website for announcement and teacher websites:  www.mgrhs.org

The Sunday evening program at Williams is a relaxed yet focused environment for motivated Mt. Greylock (MG) high school students to receive homework assistance. Williams students serve 1-1 (or in small groups) as homework buddies to MG students in grades 9-12. MG students are referred by school guidance to the program and must come each week with homework. Tutoring occurs in all subjects including SAT prep. Sessions occur on Tuesday evenings from 7 - 8:30 pm in Greylock Hall. This program is run by Williams students Miaoru Guan and Daniel Wong with coordinating assistance from Kaatje White, Director of The Williams Center at Mt. Greylock.

Guidelines for tutors:

- Coordinators send out weekly reminders to Williams tutors and Greylock students.
- Coordinators bring weekly snacks. Save receipts; this can be reimbursed through the WC at Greylock.
- Coordinators reserve space in Greylock Hall for the semester.
- All tutors must complete CORI form with representative of the school.
- Tutors are asked to commit for at least one semester. Consistency is key for successful pairing and for building a trusting relationship and an understanding of content areas.
- There is no tutoring during Williams College breaks, exam periods, and public school vacations.
- All tutors must exchange contact information with tutees so that you can alert each other in the event of cancellations. It is up to the tutee to let their tutor know if they cannot make it on any evening and vice versa.
- Tutors should help steer tutee through homework, not give the answers.
- Tutors should not help with take-home exams unless written permission is given by the teacher.
- MG teacher websites are often a good resource. If you have questions, please feel free to email the teacher directly or ask Kaatje White.
- Please contact Kaatje White immediately in the event of any problems or behavioral concerns.
- Reminder, these MG students are underage high school students. Please do not invite them to college parties or to your dorm rooms. However, by all means encourage them to attend concerts, lectures, sporting events and other activities on campus open to all.
Guidelines for Tutees

- Please sign up in guidance before attending. You will then be contacted by the Williams student tutor coordinator once a tutor is found in your subject area. No drop-ins!
- Tutees should bring all textbook/materials AND assignments to complete homework assignments.
- Tutors may not help with take-home exams unless written permission is given by the teacher.
- A semester to year commitment is generally assumed for the program. Please let coordinators know via text, email or phone call if you do not plan to come on a regular basis or plan to miss a week.
- Please let guidance or Kaatje White, director of The Williams Center @ Greylock know if there are any problems or concerns you have with the program or your tutor. Kaatje’s email is kwhite@williams.edu.

Mt Greylock students: please read these guidelines carefully. Then clip-off form below, sign and return to your tutor.

*Thanks so much and enjoy the year!*

Mt Greylock student

Date: ________________________________
Appendix P

Mount Greylock After-School Homework Help and Tutoring Program

Year-end Summary - 2018, Marty Walters, Coordinator

It has been my pleasure to coordinate the after-school homework help and tutoring program here at Mount Greylock for a third year. The program unfolded into three sessions: a fall semester session; a winter study session; and a spring semester session. The program ran on Mondays, Tuesdays and Thursdays from 2:30 - 4:00 pm while classes were in session at Williams College. Mount Greylock students who attended the program typically ranged from grades 7 - 10, with an occasional upperclassman that might show up for some extra help with advanced mathematics or physics. In these situations, we were always able to find a tutor, or sometimes two, who could help out. This was pretty typical of the year. It didn't matter what subject or task the Williams tutors were called upon to help out with; they always rose to the occasion and always with a big smile and spirit of generosity.

The student numbers for the after school tutoring program experienced a significant increase. For example, on a normal day of tutoring last year, usually six to ten students (sometimes more) and four to eight Williams tutors appear in my classroom at the end of the Mount Greylock school day. This year we averaged around 13-20 students per day.

We start out a session with some relaxed social time, which includes a snack and about 10 minutes of unwind and talk time. Once all of the tutors arrive, we determine which Mount Greylock students are in need of assistance with assignments and in what subjects. Then we match up tutors who can help. One goal that guides me is for the students to have a quiet and non-distracting work environment while tutoring. I think this really helps the students stay focused and it gives the tutor the opportunity to connect with their student on a personal level. To that effect, I aim to scatter student/tutor pairs in empty classrooms that are nearby ‘tutor central,’ which is my classroom. Once the students and tutors are matched up and situated, my role becomes that of overseer. I routinely make the rounds to each room to answer questions, provide learning materials and to generally check in. At around 3:50 or so we begin to wrap up the tutoring session. At this time, tutors and students regroup in my room where we typically socialize for a few minutes; then students either head home or go to the library where they await the late bus.

The tutoring program serves a lot of students at Mount Greylock who need help with homework. This year the fall semester daily student average was 18, while the fall daily tutor average was 8. The spring semester saw an average of 14 students per day and an average of 8 tutors daily. What this means is that students who come for extra help get it. Participants had a 1:1 tutoring situation or in some cases up to a 1:3 situation and sometimes more. There was a Winter Study edition of tutoring this year, but it was significantly interrupted by a combination of snow days, a teacher training day and MLK day. Nevertheless, on the days that the tutoring program did meet in January the students who came for help were not disappointed.
One aspect of the tutoring program that impresses me is seeing the relationships between the students and tutors grow throughout the year. For the most part, the tutors were very consistent in their attendance, which tends to allow for relationships to be forged. There were many times throughout the year that I noticed the bonds between tutor and student strengthening. The impact that the tutoring program has for students can be significant for students in many ways: from the 9th grader who came regularly 2 times a week to get help on math and physics to the middle schooler who just couldn’t keep herself organized, but when she came to tutoring she would always remark that she “got so much done today!”. The fact that students could ‘rely’ on the tutoring program also speaks to the dedication of the Williams students. They come to tutoring ready to be involved and the Mount Greylock students sense that. Once again this year, the tutors were here because they want to help others. They want to connect. The students were there because they need help with homework and in the process make a connection. A perfect fit.

Drop in and Play:
On Mondays, Tuesdays and Thursdays this year student leaders Ryan Roehls ‘18 and Darla Torres ‘18 were on hand in the library from 4-5 PM to play games, provide further homework support and generally “hang-out” with any MG students who were waiting for the 5 PM bus. While this time was originally seen as a structured enrichment period, we found over the course of the year that keeping it flexible was what was needed and most enjoyed by all involved. Ryan and Darla consistently engaged kids in games, conversation and homework help. Ryan was able to develop a strong Dungeons and Dragons following with some kids admitting that the only reason they came to school was to participate in D&D with Ryan. The strength of this program is the chemistry between Darla, Ryan and the kids who participate. This year we tried to involve other Williams students in the program but with less success. We will be analyzing the model in hopes of keeping it going without the charismatic Ryan and Darla who graduated this year. The new school library may provide a wonderful opportunity to envision other opportunities, however I would like to see if I can tap into some D&D energy on campus at Williams that could help keep the group going at MG.
Program Guidelines for Afterschool Homework Tutors
School Coordinator: Marty Walter, mwalter@mgrhs.org
Cell #: 518-859-4928

Learning Environment:
- Maintaining a quiet work environment is one of the keys to a successful tutoring session. We will often assign you to work with a student or students in a separate room in order to create fewer distractions for all students. Remember too, if you are not working with students, please help to maintain a quiet learning environment.

Working with Students:
- Try to inspire confidence with the students. It is important that they think you know the content or that you can figure it out quickly (which you do and can).
- Always ask to see the assignment instructions, rubrics etc. If the students don’t have them handy, ask Mr. Walter.
- Ask for a copy of the textbook the student is using. We can get almost all of them.
- Team up with students. ie. vocalize that you "remember how to do this" or ask the student to explain "what's going on here"
- Be inquisitive. The students seem to always be willing to explain/share what they have been working on in school
- Be a great listener.
- Validate what students have accomplished.
- Positive reinforcement goes a long way.
- Be aware of the growth mindset paradigm:
  Fixed mindset: Ability praise - "you must be very smart at these problems"
  Growth mindset: Effort praise - "you must have worked hard on these problems"

Suggestions for what to say to reluctant students:
- "Hey, I know you probably don’t need any help, but I’m here just in case"
- "I have some work of my own to do, so I’m just going to sit here at your table to work on it"

Behavior Management:
- Use positively phrased verbal reminders and be an active listener.
- Check in frequently with students. This ensures that they are on task, being productive and headed in the right direction.
- Examples of what to say to redirect students: "Let's get this job done", "I know you can do this, let's work together", "This looks challenging, but I bet you are up for the challenge".
- If your student needs to speak with a teacher or go to their locker etc. Please go with them. They should not be wandering the hallways without supervision.
- Sometimes students exhibit poor behavior. Contact Mr. Walter in this case and he will intervene.
**General Tips:**
As a tutor you might never know the magnitude of your impact. This goes both ways: positive and negative. Strive to be positive with students as much as possible. This does not mean however that you cannot be firm or strict with them. Do your best to keep it positive, positive, positive!

There may be times when it is okay to work on your schoolwork while at tutoring. Sometimes working in parallel with a student is an effective strategy. But, while you are working with a student it is best if you actively focus on them as much as possible.

**Responsibility:**
- Always do your best to show up on your scheduled day! The kids look forward to seeing you each week.
- If a scheduling conflict arises and you have to miss a session, be sure to text or email Mr. Walter and/or Kaatje, as soon as you know.

**Contact information:**
 Mr. Walter: Email: mwalter@mgrhs.org
 Cell #: 518-859-4928

**Other Helpful Info:**
Attributes of Positive Student Engagement and Successful Tutoring (Adapted from Anita Archer's, "Engaging Secondary Students")

- High level of active participation in learning activity
- Student- Tutor relationship quality is strong
- Student Self-Efficacy: the student is confident that he/she will be successful on the task
- Growth Mindset: Student believes that achievement is a product of learning and effort
- Tutor Expectations: the tutor conveys an expectation that the student can be successful on the task

**Common Avoidance Strategies you may encounter:**
- procrastinating
- not trying
- looking for excuses not to study( "I am planning to do this at home")
- avoiding help
- guessing
- not asking questions
- choosing only to do familiar tasks
## Appendix Q

### Students Taking Classes at Williams and Independent Studies Involving Williams Faculty

#### College Classes (Semester I)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Days</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandriss, Owen</td>
<td>M W F</td>
<td>PSCI 202 –</td>
</tr>
<tr>
<td>Culver, Samuel</td>
<td>M W F</td>
<td>MATH 150 –</td>
</tr>
<tr>
<td>Duncan, Aidan</td>
<td>M W F</td>
<td>PHYS 141 –</td>
</tr>
<tr>
<td>Johnstadt, Quinn</td>
<td>T TH</td>
<td>MUS 121</td>
</tr>
<tr>
<td>Little, Emily</td>
<td>M W F</td>
<td>PHIL 121 –</td>
</tr>
<tr>
<td>Majumder, Leah</td>
<td>M W F</td>
<td>MATH 150 –</td>
</tr>
<tr>
<td>Sandstrom, Theo</td>
<td>M W F</td>
<td>MATH 151 -</td>
</tr>
<tr>
<td>Smith, Tenley</td>
<td>M TH</td>
<td>AMST 101 –</td>
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<tr>
<td>Wells, Lilliana</td>
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#### College Classes (Semester II)

<table>
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<tr>
<th>Faculty</th>
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<tbody>
<tr>
<td>Sandstrom, Theo</td>
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<td>Williams - Linear Algebra</td>
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#### Independent Study

<table>
<thead>
<tr>
<th>Student</th>
<th>Block</th>
<th>Course</th>
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<tbody>
<tr>
<td>Carrizales, Sonya</td>
<td>2</td>
<td>IS – Japanese</td>
</tr>
<tr>
<td>Duncan, Aidan</td>
<td>8</td>
<td>IS – Williams College Science Lab Asst</td>
</tr>
</tbody>
</table>
Appendix R

Williams College Summer Science Lab Program Assistants Available
July 9-13, 2018 and July 16-20, 2018 from 8:30 am-3:30 pm

Currently enrolled Mt Greylock eighth, ninth, tenth, and eleventh graders are invited to apply for 1-2 positions currently open for this summer!

DEADLINE to apply, Monday, June 4.

Summer Science Lab hosts rising 5th and 6th graders in a fun filled week of hands-on experimentation at Williams College laboratories. Under the guidance of Williams Chemistry professors and two area public school teachers, elementary students are grouped with Williams undergraduates to experiment with a variety of chemical reactions relating to solids, liquids, and gases.

Program assistants will work directly with the Summer Science Lab Director, Stephen Bechtel, and support Summer Science Lab by:
- Obtaining, organizing, and delivering consumable experimental supplies (powders, liquids, crystals, etc) to the multiple group lab benches
- Organizing and distributing experimental glassware to the multiple group lab benches
- Mixing needed solutions
- Printing and application of chemical symbols to t-shirts
- Photocopying lab materials
- Ensuring expensive lab equipment (e.g. balances, ph meters) is cleaned and ready for each group’s use
- Other support as needed during the week

We encourage all students to apply regardless of science background. Candidates must love working with younger kids and enjoy organizing and leading. Ideal candidate would also commit to 2 weeks of work.

This is a paid internship for one or two weeks. Stipend $300 per week.

Application Requirements

Apply Here!

For questions please contact, Kaatje White

Currently enrolled eighth, ninth, tenth, and eleventh graders are invited to apply.

*Please also note, transportation can be provided round trip to Lanesborough.
Appendix S
Buxton School 2017 - '18

Hattie Shapiro ‘19- Buxton School, Community Engagement and Activism Mentor
Feedback from Buxton Advisor, Frank Jackson (Spring 2018)

“Hattie’s work at Buxton was terrific. She was always there, prompt, ready to engage the kids, and flexible enough
to change courses if the conversation and energy of the room was shifting to. She brought a great sense of attentiveness to the students, and connected with them almost immediately. She was always prepared, thoughtful in how she led conversations, and a great listener. There are several students who, I think, feel quite close to her, and I'm glad those relationships could have been established.

The conversations over the year were wide ranging in scope, and went from very general issues and concerns of the world, to specific issues such as their relationships with each other, to more abstract ideas of how to establish and maintain empathy with others. In all of these discussions, Hattie was astute, informed, and empathetic in her own right.

The specific goals of the group shifted depending on the make up of who was there, and it was certainly impacted by whether there were two students or twelve participating. But, in the fall, they focused on raising money for Puerto Rico and the general relief effort, and to that end, raised over $1,200 selling art that they had made. In the winter, there was a lot of discussion about where to focus the groups efforts next, and that led to ideas about creating ‘zines that could be shared. These publications would be original, and in some form, speak to the idea of conversation, empathy, and assumptions. There were quite a few made, though this exercise didn't have the same public impact as the fund raiser.

As far as next year, I hope very much that Hattie will be willing to be a part of this group again. I think we have a better idea of how to create week to week consistency in attendance, and a good sense of the content that the kids are interested in. She was a great presence and added significantly to the educational arc of Buxton. Thanks.

Reflections from Hattie Shapiro ‘19

“I began working at Buxton this fall with the intention of creating an activism club—Frank and I were open to what would happen from there. Every Thursday night I made my way over the Buxton living room, where a different assortment of students would meet us each week. We started with warm-up activities and conversation starters, and as the weeks went on it was clear they had their interests and own conversation topics, which I was able to follow and develop with them. Numbers dwindled slightly as time went on, but the fall contingent was pretty strong. Half way through we decided to hold an arts fundraiser for Hurricane Maria relief, originally planned for Homecoming but soon evolved for the Williamstown Holiday Fair. Students made lots of ceramic items as well as prints, and I gathered prints from peers in my art class. We raised over $1,000 and sent the money to 6 relief organizations.

The spring has been a little bit more haphazard, with much fewer numbers as compared to the fall. But we have had some really interesting conversations about compassion, empathy, and what it means to listen inside and out of activist spaces. From these conversations we decided to make a zine, originally entitled "Empathy Guide for the Left," but now, in its still unfinished form, is the lyrics to protest songs accompanied by illustrations. Numbers picked up as we dug into the zine, and happily it seems the group was inspired by a visit from the Resistance Revival Chorus. I am excited about this new direction of the zine, and some students are excited about bringing more singing to the campus. The students might finish the zine on their own—either way I am excited to return in the fall, finish this project, and hopefully begin another!
Appendix T
Pine Cobble School

Devin Wooton, PC assistant head of school

“Overall we were very pleased with the turnout of Williams volunteers. Nearly all were prompt, organized, professional, and went above and beyond what was asked of them”

They worked in the following areas:

1. 1st and 2nd Grade - Megan Halloran ’21 and Mia Carroll ’19 were beloved by teachers and students. They supported math and reading classes and have been personal requested by our second grade teacher for next year


3. Gursajan Gil ’21 - Upper school Science and English. Gursajan came hoping to support Math and science classes, and got placed in Science and English. He stepped in, developed a great rapport with the teacher and her students. He even planned and implemented his own lesson.

4. Margaret Sutton ’18 - Supported me in 6th grade English and jumped right in. She was on time, communicated effectively, and was able to jump in and support a lesson with minimal guidance.

5. Kami Cisneros ’20 - Supported 6th and 8th grade English. She helped struggling students, providing one on one support and was a valuable asset.

6. Hayden Gilooly ’21 - Was a huge help in our upper school Spanish classes. She connected with students and helped bring along some reluctant Spanish learners

Reflection, Hattie Shapiro ‘19

“Since winter study I have been working with Karl Mullen in the Pine Cobble Arts building. Every Tuesday morning I got to sit in on the 9th grade, 6th grade, and kindergarten art classes and contribute to their work. Karl structures his classes around artists--visiting or otherwise--and after hearing a lecture, seeing a demo, or watching a video, students were allowed to make any art that was inspired by these people. The 6th grade classes were most tied to these lessons, and I spent a lot of my time with them helping with individual projects. In the beginning of the semester, each 9th grader picked a school value (perseverance, honesty, gratitude, etc) and made a poster to represent it, which are now hanging in the school's main building. Later in the semester I helped them with their Mass MoCA teen invitational projects, as well as their lanterns, which the whole school was making with the help of local artist David Lane. I was able to bring in some lessons of my own, including how to weave baskets and rugs out of old sheets and other fabric. At the end of the semester I worked with the six grade as they made pyramids for school wide event, as well as background sets for the kindergarten play.”
Appendix U

Williams Fellows Calendar
Fall 2018 – Spring 2019

September

Sunday, September 16, 4:00 pm, Mandatory Orientation on campus for Fellows and MG teachers - Possible Leadership/Cultural Competency/Community Training PRIOR to this - OPTIONAL for MG teachers who work w/ Fellows??

Monday, 9/24 – Williams Fellows begin weekly visits to Mt. Greylock classrooms

October

Date TBD – Professional Development Day; ½-Day @ MG, dismissal at 11:10

Mon., 10/8 - MG school closed; Indigenous People’s Day

Mon/Tues., 10/8 – 10/9 – Williams Reading Period; Fellows visits not required

One of the first three Fridays of the month: MOUNTAIN DAY @ Williams – no Fellows to MG classrooms that day – TO BE ANNOUNCED THAT MORNING

November

DATE TBD - Full Professional Development Day; no school @ MG

Monday, 11/12 – MG school closed; Veterans Day

Mon. 11/21 – Fri., 11/23 – Thanksgiving Break; Fellows visits not required

December

Fri., 12/7 – Last day of classes for Williams fall semester; Fellows visits to MG end

January

Thurs., 1/3 – 1/25 - Winter Study Period; WF’s not required to work at MG, however some Fellows choose to continue weekly visits during this time. This should be arranged individually.

Mon. Jan. 21 - MLK, Jr. Day; No School @ MG
DATES TBD - MG ½-Day Professional Days; MG 11:45 dismissal

Jan. 25 - Jan. 30 - Break between Winter Study & Second Semester – Fellows not required to work at MG, unless otherwise arranged.

Thursday, Jan. 31 – Claiming Williams Day, no classes

February

Mon., 2/4 – Williams Fellows resume visits to MG classrooms


March

DAT – Professional Development ½-Day @ MG; 11:45 Dismissal

Mon., 3/16 – Fri., 3/29 – Williams Spring Recess – no WF visits

April

Mon., 4/1 – WF’s resume visits to MG classrooms

Mon., 4/15 – Fri., 4/19 – MG April Break – school closed, no WF visits

May

DATE TBD – Professional Development ½-Day @ MG; 11:45 Dismissal

Friday, 5/10 - Last day of classes @ Williams; WF’s conclude weekly visits to MG