

THE MAGAZINE OF PRESBYTERIAN DAY SCHOOL • FALL 2014

PDS SPIRIT



An Interview with Headmaster Steve Hancock

IN THIS ISSUE OF *PDS SPIRIT*



Welcome!

I love the title of the Presbyterian Day School magazine - “PDS Spirit.” Over the past months I have begun to realize the incredible spirit that is in this great place. Boys bound into school each day with an energy and enthusiasm that makes the older generation wonder if we were ever that happy to come to school. Teachers create lessons that stretch the minds of our boys and, at the same time, find ways to love and nurture each and every child. The spirit extends outside the classroom to Chapel, PE, The EDGE, and the playground. The boys of PDS play and work hard, and their contagious spirit is difficult to miss.

This issue of the PDS Spirit is about new beginnings. It is my honor to serve as the next Headmaster of PDS and I look forward to connecting with students, parents, alums, and friends of the school. I want to hear your stories about what makes PDS a special place to you. Together, we will create the next chapter in this great school.

Thank you,

A handwritten signature in black ink that reads "Steve Hancock". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Steve Hancock, *Headmaster*

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PDS SPIRIT

“I am excited to be working at a school that is one of the nation’s leaders in elementary education. Each person I have met at PDS has a commitment to becoming a better teacher and leader for the boys at PDS.”

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ALL SUMMER*

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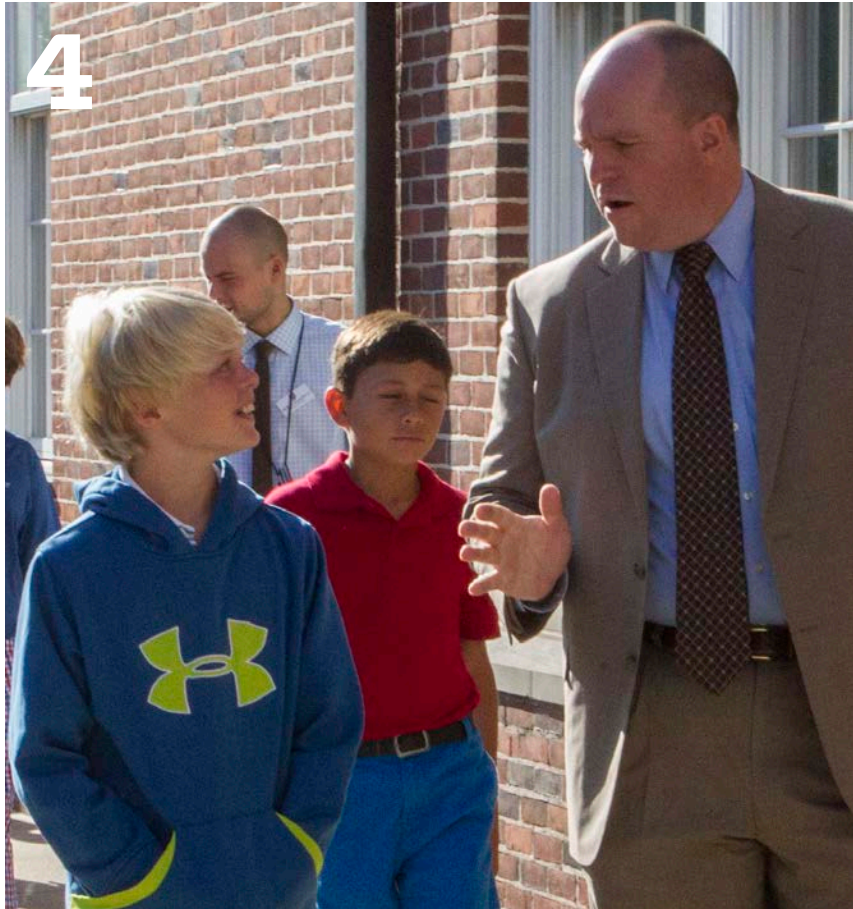
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The Learning Continues All Summer

Even during the summer, learning and service doesn't stop for PDS teachers. Thanks to the PDS Annual Fund, transformative professional development opportunities help PDS teachers to learn and grow, gain more experience, and offer boys the best academic experience possible.


 **Stephanie Taylor**, 2nd grade teacher, completed an intensive program in Lawrenceville, New Jersey, especially designed to make teachers more effective leaders in the classroom and throughout the school.

Dedicated to affirming beginning teachers and encouraging their continued growth, the Klingenstein Summer Institute gathered 75 teachers from around the world for an exploration of teaching styles, educational philosophies, educational issues, and personal development. For two weeks in late June, the Institute challenged these participants to embrace the complexities of the classroom and to explore the art of teaching and the delicate balance of subject mastery, judgment, intuition, and creativity.

 **Brooke Clement**, 2nd grade teacher, **Rachael Schaefer**, 3rd grade teacher, and **Susan Droke** Assistant Headmaster, attended Harvard's Project Zero Institute in Cambridge, Massachusetts. The week-long conference gathered educators from over 15 different countries to learn and expand their knowledge. Topics related to teaching and assessing for understanding, learning in and through the arts, contemporary contexts and challenges, and

making thinking and learning visible. Throughout the week, educators attended sessions which were led by experts in the field such as David Perkins, Shari Tishman, and Ron Ritchhart.

 **Alice Parker** was a participant in Leadership+Design Summer in Seattle, Washington. Teachers receive instruction and hands-on practice in developing an inquiry-driven, student-centered program that fosters the next generation of innovators and entrepreneurs. They master the fundamentals of design thinking, learn language for teaching effective collaboration, and practice delivering the descriptive, in-the-moment feedback that develops growth mindsets. Leadership+Design Summer has a unique structure where teachers practice new ways of teaching with real students in a coached, supported environment.

 **A group of 17 PDS teachers** from SK through 2nd grade participated in an intense training program developed by Samuel T. Orton and Anna Gillingham.

The Orton-Gillingham approach to teaching phonics has been in practice for over 50 years. This method of phonics instruction is based on evidence that children need a solid phonetic approach that is multi-sensory, systematic, structured, sequential, cumulative, and success-oriented. This multi-sensory program incorporates review, direct instruction of new concepts, practice, and application that moves information into long-term memory rather than having students master lists of sight words to be stored in their short-term memories. ■

BOYSPEAK

The mission of Presbyterian Day School is to develop boys in wisdom and stature and in favor with God and men. What does this statement mean to you?

The PDS mission statement encourages me to be a kind, loyal, faithful, and peaceful man when I grow up.



WALLACE B.
3rd Grade

I think it means that we at Presbyterian Day School try to become men based on the expectation that Jesus set for us.

MATTHEW J.
6th Grade



What the PDS mission statement means to me is what makes PDS stand out from other schools. PDS does not only benefit boys academically, but also spiritually.

WARREN B., 6th Grade



I think PDS strives to help boys know God and spread the news that He will one day return to the world and take away all sins and make all things new.

ROSS K., 3rd Grade

What this statement means is PDS does not just teach math, reading, and English. They also teach how to be in favor with God and have a relationship with Him.

EDWIN S., 6th Grade

The statement means to me that PDS is not just trying to teach us academics. They are also trying to teach us how to be godly men. So that when we leave PDS this year and go to a new school, we will know how to act and also how to react to other people's actions.

JACK M., 6th Grade

To make God proud.

JUDE M., 2nd Grade

You can love one another.



PAUL M.
2nd Grade





**I knew
this was
a school I
needed to
explore!**

An Interview with Steve Hancock, PDS' New Headmaster

As Presbyterian Day School's 12th headmaster, Steve Hancock is committed to continuing the innovative approach to education that has been a defining characteristic of the school in the past decade.

Hancock brings 25 years of experience as teacher and school leader in both public and private schools. As Assistant Head of School for Academic Leadership and Head of Middle School at Princeton

Day School (K-12, co-ed) in Princeton, NJ, Mr. Hancock was responsible for overseeing 48 faculty members, as well as total operations of the middle school. Prior to working at Princeton Day School, he served for nine years as Department Chair of the Performing Arts at Westminster Schools (PK-12, co-ed) in Atlanta, GA.

Notably while at Westminster, Mr. Hancock developed Odyssey Atlanta, raising start-up support from Bill Gates and Warren Buffett. Odyssey Atlanta serves mid-level performing K-12 students in Atlanta Public Schools, helping them achieve academic success through intensive summer work with a goal towards attending college.

I am excited to be working at a school that is one of the nation's leaders in elementary education.

In addition to being a successful school administrator, Hancock is also an accomplished musician and an avid tennis player. Steve and his wife Stephanie have two children, Emily and Clay.

Tell us a little about yourself. Where did you grow up? What did you enjoy doing?

I grew up in a suburb of Milwaukee, Wisconsin, with my younger brother and parents. We attended the local Presbyterian church where my entire family was involved with every aspect of church life from local ministry to washing the windows. I had three great passions during my years in Waukesha. First, I loved music, specifically singing and playing the violin. Tennis became a passion, and I had wonderful early training to help me develop a life-long love for the sport. Finally, math was a subject in school that was a particular strength, and I was always learning ways to apply my love for math into different subjects, including computers and music.

Can you tell us about your family?

Stephanie and I have just celebrated our 20th wedding anniversary. We met as two young music teachers in the same school district and have been teaching and leading in the same school for the past 20+ years. Stephanie plays about 10 different instruments and is one of the most dedicated and talented teachers I know. Emily just turned 16 and is a sophomore at St. Mary's Episcopal School. Emily loves playing the clarinet and just spent the summer touring Europe as part of an international band. Clay is a seventh grader at MUS and recently turned 13. He loves fly fishing, lacrosse, and spending hours each day playing his violin. As a family, we enjoy playing board games, attending concerts, cooking, and making music. I can't wait for PDS to meet my family.





The Hancock family: Clay (13), >> Steve, Emily (16), and Stephanie

How did you get into education?

When I was a senior in high school, I thought I was going to be a pediatrician. I loved working with kids and thought this was a natural fit. However, one day I was given the opportunity to lead my high school orchestra. Everything just clicked, and I felt I had found my true calling. Soon after, I began teaching private violin lessons to elementary students in the neighborhood. I quickly learned that teaching was a skill to be developed, and the more I tried to explain how to do something, the better I became at it myself.

What is your educational philosophy—specifically address what it means to be well educated in today's world?

I believe we are at an exciting time in education. Great schools are interested in learning

more about how students learn and are creating programs that maximize student potential. Today, students need to collaborate on problems and projects that have meaning. Our children need to harness the power of technology to help improve learning. While learning a basic canon of content is important, I believe schools need to also concentrate on developing skills that are important to life-long learning. Chief among these skills are critical thinking and problem solving, creativity and adaptability, initiative and entrepreneurship, strong written and communication skills, and curiosity and imagination.

The National Association of Independent Schools has been encouraging schools to think about these areas of growth for the past several years. I will continue to foster their development and mastery at PDS.

Can you tell us about your roles at your previous schools—Westminster and Princeton Day School?

I began my career as a public school orchestra director in 1989 and taught students age three through high school. In 1999, I transitioned to independent schools after a visit to The Westminster Schools in Atlanta, Georgia. While at The Westminster Schools, I taught with a team of orchestra teachers and led the Performing Arts Department of twenty-three music and drama teachers. I was able to see Westminster's vision "to grow and lead as life-long learners who serve and lead in an ever changing world" lived out on a daily basis. In 2008, I was called to be the Head of Middle School (grades 5-8) at Princeton Day School in Princeton, New Jersey. Soon after, I was asked to also serve as the school's first Assistant Head of School. Princeton Day School gave me

the opportunity to develop and implement new programs throughout the school. Both schools have helped me learn the value of excellence and importance of innovation.

What attracted you to PDS?

Many things attracted me to PDS. Back in November, my wife and I began praying about God’s direction for our lives. During that time I began to feel that I should be leading a Christian school. When I was approached about this opportunity and read the mission statement for PDS, I knew this was a school I needed to explore. I love working with elementary-age students and have a particular affinity for the education of boys.

What excites you about PDS?

I am excited to be working at a school that is one of the nation’s leaders in elementary education. Each person I have met at PDS has a commitment to becoming a better teacher and leader for the boys at PDS. This enthusiasm is contagious, and I feel blessed to be in this environment. However, the area that excites me the most is the Christian mission of the school. I am thrilled to be back in a school where I can openly pray with and for the faculty and students in my care.

What are you looking forward to at PDS?

I look forward to being back in the Southern culture where people say “please” and “thank you.” I can’t wait to interact with parents, alumni, teachers, and students. Specifically, I look forward to hearing the stories about what a difference a PDS education has made in their lives. There are so many wonderful and ground-breaking programs at PDS. My goal is to learn about these initiatives and watch PDS boys and teachers in action.

Each person I have met at PDS has a commitment to becoming a better teacher and leader for the boys at PDS.

How do you envision approaching your first year as Head of School?

There is a great deal for me to learn about PDS. During the first year I hope to begin to develop relationships with many people around campus and beyond. My hope is to ask questions and give a new perspective on several areas of school life. PDS has experienced a lot of change in recent years, and my goal is to spend some reflective time at the beginning of my tenure learning as much as possible. 🍀

Alumni News

Have some news about a PDS graduate? Send it to alumni@pdsmemphis.org.

Vergos Receives Commissioner's Award

Nicholas Vergos '06 was honored with a "Commissioner's Academic Award" in both the 2012 and 2013 football seasons at the University of Richmond. This award is based on earning at least a 3.2 grade point average based on semester performance or accumulative GPA.

Decathlete Excels

Harrison Williams '08 (pictured below), who runs track at Stanford, earned his spot on the U.S. Junior National Team winning the decathlon with 7,734 points in Sacramento, California this summer. His score was the second-best in U.S. junior decathlon history, ranking him number four in the world. As a member of the U.S. Junior National Team, Williams finished sixth in the world and set a new American high school

national record with a final 7,760 points at the World Junior Championships. Williams now looks to break the National Junior Record with 8,000 points as he continues his track career in college.

PDS Golf Tourney

The 2nd Annual PDS Golf Tournament sponsored by the Alumni Association was held on Friday, April 25, at the Links of Galloway. Players enjoyed a beautiful day with lunch and golf. Special thanks to **Scott Anderson '86** for chairing the event as well as Oak Hall and the Eyewear Gallery for their support.

Congratulations to the team of **Foster Smith '92**, Sean Bowie, **Eric Beaty '95**, and Stephen Perkins for a first-place finish. The second-place prize went to **David Work '67**, **Jody Scott '81**, Sam Jenkins, and **Ben Daniel '80**. **Jody Scott '81** won the longest drive, and closest to the pin winner was Jeremy Alpert.

PICTURED AT RIGHT

- 1 Stephen Perkins, Sean Bowie, Foster Smith '92, and Eric Beaty '95
- 2 John Phillips V '97, Brice Bailey '96, Michael Schaefer '97, and Michael Murphy
- 3 Richard Powell, Worth Morgan '99, John Barton '00, and Bowers Clement '00
- 4 Fred Schaeffer '82, Nick Nunn, Blake Billups, and Clyde Patton '80
- 5 Jody Scott '81, Ben Daniel '80, Sam Jenkins, and David Work '67
- 6 Matt Wilson, Scott Anderson '86, Clarence Chapman, and Edward Dobbs '83
- 7 Tim Stakem, John Russell, Blake Schuhmacher, and Jeremy Alpert
- 8 Jay Keras '91, Ross Webster, Trey Jones '91, and Rob Tayloe '92





Alumni News

Have some news about a PDS graduate? Send it to alumni@pdsmemphis.org.

PDS Alums Gather to Reconnect

In May, a reception was hosted at PDS to honor alums from the class of 2008 who were graduating high school seniors. These gentlemen were able to reconnect with one another, as well as some of the teachers that taught them when they attended PDS.

The 6th grade video that was shown during the reception sparked many great memories of PDS. The alums were then free to tour the school and visit their previous classrooms.

- 1 Cole Stockstil '08 and Chandler Brown '08
- 2 Jack Williams '08 and 5th Grade Teacher Dwight Creasman
- 3 Nicholas Beals '08 and Grant Lewis '08
- 4 John Estes '08, James Prather '08, Will Wells '08, and Fredrick Thompson '08
- 5 Jay Mitchum '08, Bailey Buford '08, and Ellis Kennedy '08
- 6 Lynell Hecht, PDS Director of Academic Support and Samuel Hecht '08
- 7 Walker Sims '08 and Tate Solberg '08
- 8 Paul Stevenson '08 and Shivam Bhakta '08
- 9 Tejvir Vaghela '08 and PDS 6th Grade Teacher Jean Nabers
- 10 Andrew Counce '08, Bud Harris '08, Chris Galvin '08, and Jackson Roberts '08
- 11 PDS Learning Specialist Alice Parker and Steven Pacheco '08
- 12 Harrison Stewart '08, Tully Dicken '08, Hunter Varner '08, and Gary Wunderlich '08
- 13 Patrick DiMento '08, James Sexton '08, and Lucas Crenshaw '08





6th Grade Awards

Recognition for the Class of 2014

Congratulations to the following sixth-graders from the Class of 2014 who received awards in recognition of their outstanding achievements during their PDS careers.

- | | | |
|--|--|---|
| 1 The Headmaster's List:
Rob McFadden '14,
Cole Saenz '14, and
Reid Chandler '14 | 6 The A.W. Dick Trophy:
Kyle Koester '14 | 12 The Mary Hearn Coleman
Award: Rob McFadden '14 |
| 2 The Headmaster's Trophy:
Robert Dickinson '14 | 7 The Charlotte G. Neal Spirit
Award: James Smythe '14 | 13 The Robert J. Hussey
Scholarship:
Rob McFadden '14 |
| 3 The Wetter-Boyle Memorial
Award: Hugh Bourland '14 | 8 The Vicky C. Spicer Award:
Sean Gatlin '14 | 14 The Wendy Edwards Award:
Keithran Hopson '14 |
| 4 The Robert E. Gentry, Jr.
Creative Writing Award:
Cole Saenz '14 | 9 The Minna Potts Thompson
Bible Award: Hall Barry '14 | 15 The Elisabeth Horton
Laios Award for General
Excellence: Fox Harris '14 |
| 5 The MUS Book Award:
Sam Burchett '14 | 10 The Motsey Hudson Speech
Award: Kyle Koester '14 | 16 The Jane East Award:
Charlie Eason '14 |
| | 11 The Henry Edward
Russell Scholarship:
Ben Spiegelman '14 | |





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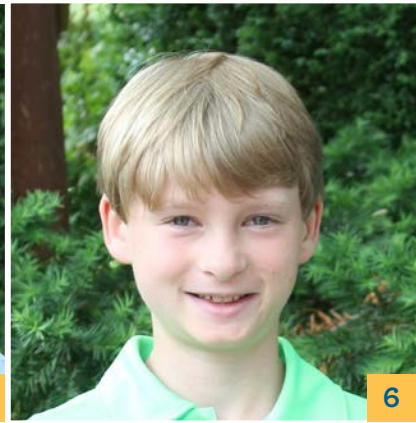
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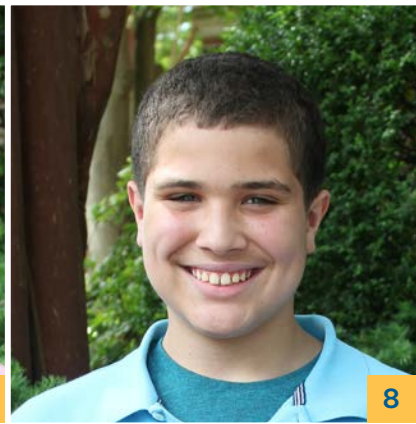
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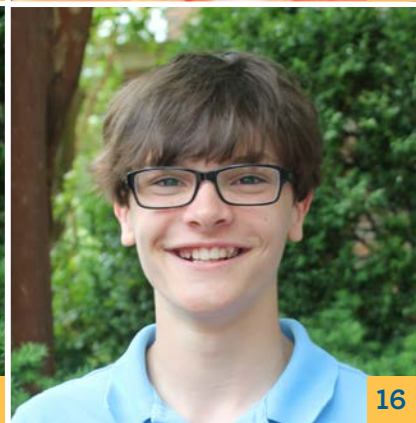
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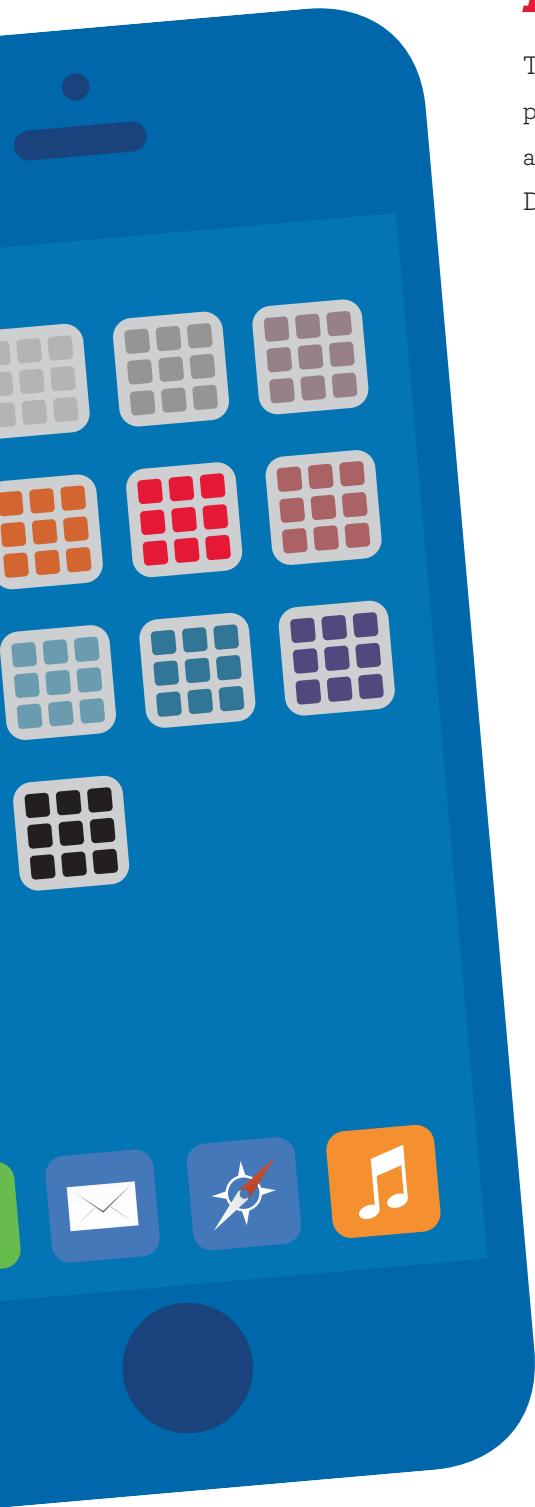
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15



16



Learning Anytime/Anywhere

Technology is constantly changing and evolving. iPads and iPods are using powerful programming to help teachers transform the way they teach and learn. Below are just a small sampling of the engaging apps with which PDS boys may already be familiar. Download a few and experience for yourself the endless learning possibilities.



Math Duel (SK-5) \$2.99

A split-screen math game, Math Duel, 3w2 pits two players against each other on the same device!



Explain Everything (SK-6) \$2.99

Explain Everything is a simple design, screencasting, and interactive tool that lets you annotate, animate, narrate, import, and export almost anything. Mrs. Diaz' 3rd grade class uses this to show how they solve their math problems.



ScratchJr (JK-2) FREE

Learn important new skills like how to program your own interactive stories and games with this app. This newly-released app will be featured in Mrs. Haygood's coding classes for younger students.



Puppet Pals HD (SK-4) FREE w/in-app purchases

This app is as fun as your own creativity. Act out a story of pirates on the high seas, scary monsters, or Wild West bandits on the loose.



VocabularySpellingCity (SK-4) FREE

This is an easy app to learn spelling and vocabulary words. 1st grade uses this to help study spelling words at school or at home.



Count me in! ANNUAL FUND

2014
2015



The boys of PDS are counting on you.

Donate now or find out more at:
pdsmemphis.org/give

For more info contact Lee Rantzow, lrantzow@pdsmemphis.org, 901-842-4613
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OUR MISSION

PRESBYTERIAN DAY SCHOOL
STRIVES TO GLORIFY GOD
BY DEVELOPING BOYS
IN WISDOM AND STATURE
AND IN FAVOR WITH GOD AND MEN

1 CORINTHIANS 10:31 & LUKE 2:52