

THE MAGAZINE OF PRESBYTERIAN DAY SCHOOL • WINTER 2014

PDS SPIRIT



Taking Education to the EDGE

IN THIS ISSUE OF *PDS SPIRIT*



It's an exciting time at PDS. The Lee Burns era is coming to a close, and we are in the process of planning for a celebration of all that PDS has accomplished during his term as Headmaster. Look for another issue this summer commemorating his time here.

We are also anticipating the announcement of a new leader for the school. The search committee has brought three highly-qualified, exciting candidates to campus for final interviews.

In this issue, we explore *Design Thinking*. *Design Thinking* is a critical-thinking and problem-solving approach popularized at Stanford that is rapidly becoming a major component of learning at PDS. We think it's just as revolutionary as teaching the scientific method. You can read more about how we're implementing it beginning on page 10.

The transformation of our learning spaces continues as we have recently opened a new space dedicated to art and design. Beginning on page 18, you can learn about the *Dobbs EDGE Studio*, the new home of our art and *EDGE Design Thinking* programs.

One of the other programs that we're very excited about is our Young Scholars program. In 2007, an anonymous donor founded a scholarship program to allow us to educate bright, qualified boys whose parents might not otherwise be able to afford tuition. You can read more about how PDS parents Kimberley and Howard Graham chose to support this important program on page 22.

Grace and peace,

Winston Baccus, *Director of Communications*

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PDS SPIRIT

“As teachers, we have to understand that our students won’t always get the process right the first time. They won’t necessarily generate deep, quality ideas right at first, and this is okay,” *-Kim Bullard, Science Instructor, page 10*

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Mini-Features

Have some news for a future issue of PDS Spirit? Send it to info@pdsmemphis.org.



Surprise, Surprise!

On Tuesday, September 17, 2013, members of the C. Kemmons Wilson, Jr. family, their friends, and other special guests held a surprise ceremony on campus to celebrate and honor Mr. Wilson by naming PDS' turf field in his honor.

Guests assembled on what is now known as C. Kemmons Wilson, Jr. Field for a ceremony including remarks from two of Wilson's sons, **C. Kemmons Wilson III '88** and **McLean Thompson Wilson '90**.

Mr. Wilson, Jr. has been a loyal friend of PDS and has served the school in numerous leadership capacities and most recently served as the chairman of the Building Boys, Making Men Capital Campaign.

The new C. Kemmons Wilson, Jr. Field was named through a gift by his wife, Norma Thompson Wilson, and his children, Carey Wilson Snider, **C. Kemmons Wilson III '88**, Katherine Wilson Blackney, **McLean Thompson Wilson '90**, and Elizabeth Alleen Wilson.



<< **Above:** PDS boys cheer Mr. Wilson. **Below:** Mr. Wilson is presented with a framed PDS jersey and a piece of the turf by 6th-grade boys, Collins Robinson and Charlie Eason.



Gift Honors Christian Values

The Moore Family Christian Education Center Named and Dedicated

Boardroom and Administration Office Dedication

1 Corinthians 15:57: But thanks be to God! He gives us the victory through our Lord Jesus Christ.

This verse was selected by Judith and Bruce Campbell to be placed on the wall of the Campbell Boardroom and well represents the Campbell family and their commitment to PDS.

For 39 years, Judith and Bruce Campbell have been involved at PDS. Bruce served on the Board of Trustees from 1978 to 1984 and was most recently Honorary Chairman for the Building Boys, Making Men Capital Campaign. Their sons, **Bruce Emerson Campbell III '82** and **Carter Fontaine Campbell '85**, both graduated from PDS. Now Judith and Bruce are PDS grandparents. Their grandson Carter is in the 3rd grade.

Judith and Bruce Campbell named the Campbell Boardroom and the Campbell Administrative Offices. At the recent dedication for both spaces, the gracious Campbell family spoke of their love and appreciation for PDS. Lee Burns, Headmaster, and Don Bachelor, Board of Trustee Chairman, both spoke of their appreciation of the Campbells' counsel and dedication to PDS.

The Campbell Boardroom is located off the main lobby and the Campbell Administrative Offices are located in the D building. ●



Made possible by a gift from Betty and Jack Moore, the Moore Family Christian Education Center is at the heart of PDS' ongoing mission to develop boys "in wisdom and stature and in favor with God and men." The gift was given in honor of their sons, **Jackson Moore '87** and **Wilson Moore '90**, their grandsons, Wils Moore (PDS 2nd grade) and Brantley Moore (PDS JK), and generations to come.

The Moore Family Christian Education Center includes the Bible classroom, the Chaplain's office, and the Principal of the Elementary Division's office.

Long time supporters of the school, Betty Wilson Moore is a former faculty member at PDS and Jack Moore served on the PDS Board of Trustees from 1982-1988.

Betty and Jack spent a great deal of time selecting the Bible verse they thought most appropriate for PDS. They selected *Isaiah 54:13: All your sons will be taught by the Lord, and great will be your children's peace.*

Mini-Features

Have some news for a future issue of PDS Spirit? Send it to info@pdsmemphis.org.



Former NFL Head Coach Tony Dungy Speaks to the Boys About Being Uncommon

QUOTABLE

“Success is uncommon and not to be enjoyed by the common man. I’m looking for uncommon people, because we want to be successful, not average.” –Tony Dungy, quoting his mentor, Former University of Minnesota Head Coach Coach Cal Stoll

PDS hosted former Tampa Bay and Indianapolis coach Tony Dungy on Wednesday, November 13th. His visit started with a meet and greet with some PDS administrators and friends. Tony spoke to our boys in an all-school chapel about what it means to be “Uncommon.” Coach Dungy mentioned that he was excited to hear about our *Building Boys, Making Men* program and *Flight Plan*, because it is so important for boys to know what it means

to be a godly man. He also stressed the importance of having a strong faith in the Lord and how that shaped his definition of success. He quoted *Matthew 16:26: For what will it profit a man if he gains the whole world and forfeits his soul?* Coach Dungy ended his visit with a prayer for our boys. It was an exciting day at PDS, and we were very fortunate to host Coach Dungy and the staff from Family First and All Pro Dad. 🇺🇸



Ranger's Apprentice Author Visits PDS



John Flanagan, author of the highly acclaimed international bestselling fantasy series, *Ranger's Apprentice* along with the *Brotherband Chronicles* Series, spoke to an assembly of 4th, 5th, and 6th-grade boys on

Tuesday, November 12th. The small chapel provided an intimate setting for Mr. Flanagan's discussion and storytelling with open questions from the boys who were eager to hear more. Books were signed for all those who anxiously awaited an opportunity for a more personal conversation with the Australian author.


Entertaining, animated, witty, interesting, and humble, Mr. Flanagan told the boys of his desire to be a writer as early as the 5th grade in Australia. He began writing *Ranger's Apprentice* 10 years ago for his son, Michael, to encourage him to read. He recounted the many times over the years his books were rejected by publishers, saying that each experience was painful; yet, he never gave up.

Mr. Flanagan was quite complimentary of the PDS boys, as they were of him. 6th-grader Parth Dahima said, "He really showed his personality and how he believes in reading."


"I liked the way he connected with the boys, and how funny he was during his talk," said 6th-grader Rob McFadden. Both boys agreed John Flanagan was genuine, and they admired the way he spoke of other authors. 🍀


BOYSPEAK

If you could design (or redesign) anything, what would it be?


 "I would redesign a flying car, so people won't have to pay so much money for plane tickets."


— William Levy, 2nd Grade


 "I would design a chip that would connect to the brain and would also connect to a computer. The computer would have everything that you needed to learn in you lifetime." —Cooper Grinspun, 5th Grade

 "If I could invent something, I would invent a robot monkey that can do everything for you."


—Andrew Harris, 4th Grade

 "I would reinvent shirts that stay tucked under your pants forever, because you need your shirt tucked in for school." —Kyle Fredericks, 2nd Grade


 "If I could design anything I would design glasses that would give you photographic memory. The glasses would take a picture of anything and put it in your mind." —Cason Triplett, 5th Grade

 "I would invent a country EMP system, so if a country was going to invade another country, the EMP could make all of their vehicles and weapons disable. That way, both countries could live in peace."

—Owen Fussell, 4th Grade

 "I would invent something that would take the place of oil, because oil is so bad."

—Seth Yarbrough, 2nd Grade

 "I would design a pair of shoes that have springs so that I could jump five feet high."

— Ben Burkhart, 5th Grade

Mini-Features

Have some news for a future issue of PDS Spirit? Send it to info@pdsmemphis.org.

2013 PDS Mentor Breakfast

Over 200 alumni, parents, and friends of PDS attended the Mentor Breakfast on Friday, November 22, 2013.

This annual breakfast, hosted by the PDS Alumni Association, provided guests the opportunity to enjoy breakfast and fellowship and to hear an inspirational message from Brad Martin and three special University of Memphis students: Joe Jackson, Jesse Milleson, and Dixon Williams.

Martin spoke about the role that mentors play and recognized several mentors in his life.

Jackson, Milleson, and Williams shared the importance of mentors in their lives, using their own life mentors as examples.

At PDS we believe that seeking counsel from mentors is at the root of developing boys in wisdom and stature and in favor with God and man. 🍀

- 1 Ed Atkinson and John Dobbs '79
- 2 Chris Canale, Sr. '62, Don Batchelor '66, Chuck Smith '60, and Nick Vergos
- 3 Brad Martin, President of the University of Memphis
- 4 John Phillips V '97, Tread Thompson '95, and Will Vestal
- 5 Will Carter '03 and father, Chuck Carter
- 6 Joe Steffner and son, Jack Steffner '03
- 7 Met Crump '55 and University of Memphis basketball player Joe Jackson
- 8 University of Memphis student, Dixon Williams
- 9 Garyt Odom praying before the breakfast
- 10 6th-graders attended the Mentor Breakfast with their mentors. Several 6th graders are pictured here with Don Batchelor '66, Brad Martin, and special guests from the U of M.
- 11 Foster Smith '92
- 12 University of Memphis football player, Jesse Milleson
- 13 Lewis Williamson, Steve Hearn, and Brad Haynes



6



2



Well-Read

What we are reading.

James
TEACHING the MALE Brain



POSITIVE *pushing*
How to Raise a Successful
and Happy Child

JIM TAYLOR,
PH.D.



Reichert
Hawley

REACHING BOYS, TEACHING BOYS



CREATING INNOVATORS
TONY WAGNER



#1 NEW YORK
TIMES
BESTSELLING
AUTHOR

NurtureShock
NEW THINKING ABOUT CHILDREN

PO BRONSON &
ASHLEY MERRYMAN



The Price of Privilege
How Parental Pressure and Material Advantage Are Creating a Generation of Disconnected and Unhappy Kids
Madeline Levine, Ph.D.



ORDERING YOUR PRIVATE WORLD
MacDONALD



GURIAN



boys & girls
Learn Differently



Shepherding a Child's Heart

TRIPP



Learning Never Stops

The learning never stops at PDS. Here are a few books that we are reading. We encourage you to continue learning with us. Pick up one of these books on our recommended list at pdsmemphis.org/spirit14.



mindset CAROL S. DWECK, Ph.D.



Extreme Pursuit John E. Davis NAVPRESS

How to Really Love Your Child

D. ROSS CAMPBELL, M.D.



THE PARENTS' GUIDE TO BOYS JAMES



HOW CHILDREN SUCCEED PAUL TOUGH



DANIEL H. PINK

A WHOLE NEW MIND

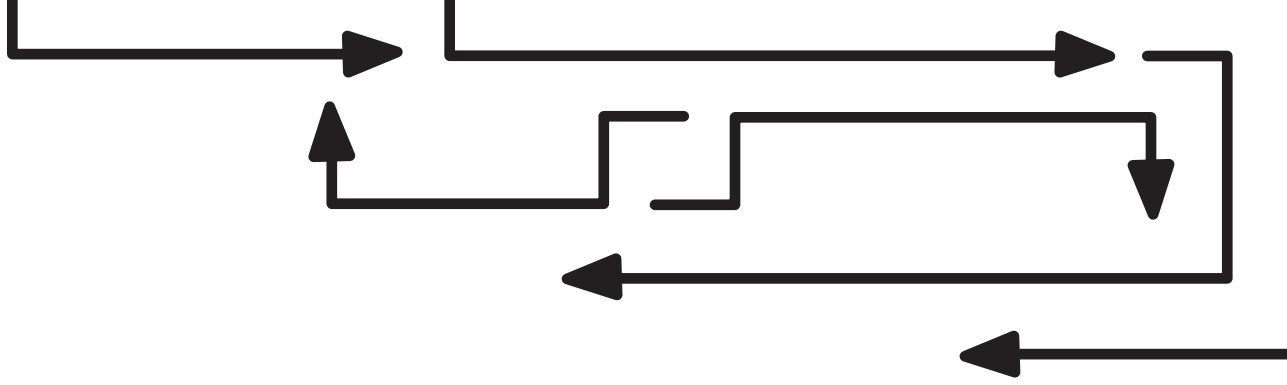
WHY RIGHT-BRAIN

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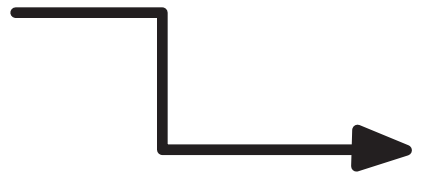




EDGE

DESIGN THINKING

In her 5th-grade science class, Kim Bullard began a recent project by introducing herself as a client—not the teacher—seeking a solution from a company—her students. Faced with the task of developing an experiment to effectively model Newton’s Second Law, students began to explore ways to demonstrate how the acceleration of an object is dependent upon both the net force applied and the mass.



How can we ensure our students have tools to be successful in a job or field that is yet to be created?

After brainstorming solutions, Bullard's students raced around the classroom for supplies to build prototypes. With only a small amount of guidance and a checklist, the students successfully designed experiments and created videos promoting their solutions. "At no point were students focused on learning just for a grade. They were working hard to understand why we should believe Newton. They truly wanted to understand and know. The boys collaborated with peers to design experiments. They had an opportunity to present their company's product to the class and to give feedback to their peers."

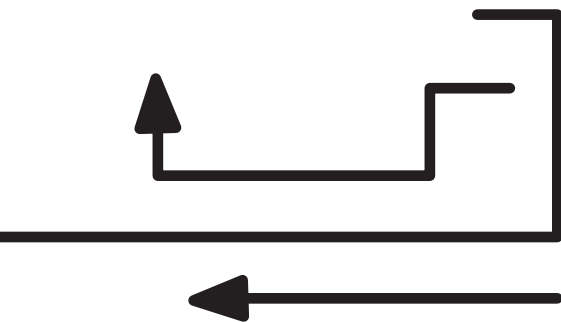
This project is based on a critical-thinking and problem-solving approach called *Design Thinking* that is rapidly becoming a major component of the learning at PDS. *Design Thinking* is a systematized thinking process focused on generating usable solutions to real problems, issues or dilemmas. This thinking process can be applied to the creation of products, services, experiences, or systems that solve a problem in a manner that fits the end-user's needs. The process requires asking questions, researching, synthesizing information, prototyping, reflecting, and collaboration. *Design Thinking* was popularized by engineers and educators at Stanford University who recognized its usefulness in making learning engaging, rigorous, and relevant for students.

With the business world continuously changing, schools are challenged with how to prepare students for the unknown. How can we ensure our

students have tools to be successful in a job or field that is yet to be created? What type of learning must we provide for students to flourish in the unknown? Presbyterian Day School, like other innovative schools in the country, believes *Design Thinking* is an indispensable tool students need to be the motivated and capable contributors the world needs.

Having examined the design thinking movement at the d.school at Stanford and at the company IDEO, as well as training at the Henry Ford School, PDS has customized the concepts of design thinking for our school and developed a framework to help boys remember the steps to the *Design Thinking* process. We call our framework *EDGE*: Explore the problem; Develop empathy; Grow your ideas; Evaluate prototypes. "The *EDGE Design Thinking* process coordinates with the Harvard Thinking Routines and culture of thinking that we have worked so hard to create in our learning environment over the last few years," explains Susan Droke, Assistant Headmaster for Teaching and Learning. "Like a thinking routine, which is a systemized way to approach thinking about a problem, like a gap analysis or cost-benefit analysis, the *EDGE Design Thinking* process helps each student work through the steps to develop their solution."

This year, Alice Parker, one of the school's Learning Specialists, is working with teachers to implement *EDGE Design Thinking* at PDS. "Our boys are learning to apply the knowledge and skills developed in the classroom to real-world problems in



VENTURE TO THE EDGE

E

Determine a problem that needs attention. The need could be that of students at PDS or a large scale global issue.

EXPLORE THE PROBLEM

D

Developing empathy is critical to understanding the human elements of a problem and a good solution. The empathy stage helps students find a connection between the need at hand and their own experiences.

DEVELOP EMPATHY

GROW YOUR IDEAS

G

Students use creativity, ingenuity, inference and collaboration skills to generate ideas for solutions. There is even a brainstorming dance that students do as a part of the process! During the dance the boys say, "wild ideas are okay" as a reminder that all ideas, no matter how wild or unrealistic they seem, are considered valuable at the idea growth phase. This is crucial for students to remember because one wild idea could be the opening pathway to a perfect solution. Often during this stage, teachers use Project Zero thinking routines to encourage the boys to think deeply and to make their thinking visible.

EVALUATE PROTOTYPES

E

Prototypes can be grand, three-dimensional objects that require a hammer and nails or a simple sketch on a blueprint design or a service, experience, or product. Prototypes can even be an idea or new ending to a story. Regardless of the size or structure, prototypes require students to present tangible, well-reasoned solutions to be evaluated and refined quickly. After creating a prototype, students focus on evaluating their own work. They look critically at the prototype and ask, "is this the best that we can do?" Reflection is a key component of the design process and a necessary step in reaching the ultimate goal of a meaningful solution.



<< Boys in Mrs. Bullard's science lab work through the *EDGE Design Thinking* process.

need of creative solutions,” says Parker. The *EDGE Design Thinking* process is powered by the boys’ innate curiosity and creativity. Learning comes alive with meaning and purpose, and the results are exciting: our students craft designs that are innovative, unique solutions that can only be conceived of by gaining a deep understanding of the project. “With *EDGE Design Thinking*, the boys own the learning process from start to finish,” says Parker.

EDGE Design Thinking lends itself well to the classroom, because it encompasses many of the teaching techniques that master teachers use. Students must develop the skills of asking good questions, collaborating with peers to design effective solutions, prototyping recommended solutions, and taking time to reflect on and refine their recommended solution or prototype based on the feedback they are gathering. These skills can only be taught when the learning is shifted from the teacher to the student. *EDGE Design Thinking* makes this shift possible by establishing a framework that allows students the autonomy to work through the thinking steps with teachers there as resources and guides.

For teachers who are used to having control of each step in the learning journey, ceding control to the students in this process isn’t easy. “As teachers, we have to understand that our students won’t always get the process right the first time. They won’t necessarily generate deep, quality ideas right at first, and this is okay,” says Mrs. Bullard. “Teachers like linear tasks and clarity. The process of thinking toward a solution

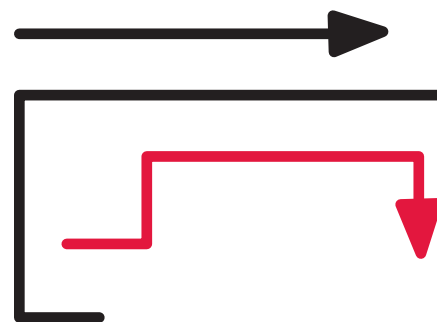
as outlined in the *EDGE Design Thinking* process is not linear and it can be very intimidating. When we talk about giving the boys ownership of the learning process, this is what it’s all about. Students need to feel that the learning outcome is in their hands; otherwise there is no real student engagement.”

The *EDGE Design Thinking* process is rapidly expanding across grade-levels and subject areas at PDS. On the first day of school, Ms. Trefz’s 5th-graders used the process to customize the layout and function of their classroom. Students contributed ideas for improving the flow of the learning space, drawing blueprints to illustrate solutions. During the brainstorming portion of the process, one student presented the idea of a “man cave” in the classroom, a space for the students to relax from the worrisome troubles of 5th grade. While the idea might seem wild and unrealistic for a typical classroom, the students embraced the idea and were determined to fit the space into the classroom. Today, the Crusader Cave is a frequently visited corner of the classroom.

The second-grade science curriculum is based on the question, “*How are all living things connected?*” The boys in Stephanie Taylor’s 2nd-grade class are researching oil spills and their effect on people and animals. They will interview a variety of experts in this area as well as one Gulf Coast family in order to develop empathy for those affected by oil spills. The boys will then design solutions to deal with an oil spill crisis in *Zoolandia*, a zoo-based game Ms. Taylor and Mrs.

“Students need to feel that the learning outcome is in their hands; otherwise there is no real student engagement.”

Kim Bullard
Science Lab Instructor



“With *EDGE*, the boys own the learning process from start to finish.”

Alice Parker
Learning Specialist

Diaz modeled after John Hunter’s World Peace Game. John Hunter, teacher from Charlottesville, Virginia, was named the Martin Institute’s first Teaching Excellence Fellow in 2011.

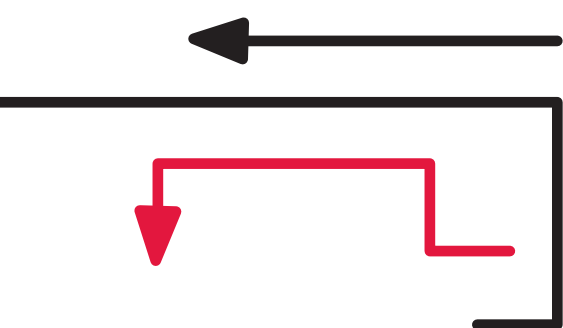
Students in Sherry Creasman’s 3rd-grade class will work on improving utilization of the crosswalk during afternoon carpool from the perspective of the students. They will analyze the flow of traffic along with the needs of parents and students during this time.

In Jean Naber’s class, 6th-graders will examine all aspects of famous escape plans throughout history while studying Operation el Duce, the World War II mission responsible for freeing Mussolini from captivity. After interviewing several people who have had hands-on experience with military escape plans, they will then design an alternate exit strategy for Operation el Duce.

In response to the strategic implementation of *Design Thinking* thinking in the classrooms, PDS has just opened a new dedicated art and design space (see page 18). This new space was created by combining three classrooms together to make one large, flexible space. The space is intentionally designed to foster collaboration, creativity, and the ability for students to build and express their ideas and conceptual thinking in physical form, be it an artistic rendering or a prototype constructed from whatever materials are at hand. In support of the *EDGE Design Thinking* process students and teachers are using, the new space has been named the *Dobbs EDGE Studio*.

The *Dobbs EDGE Studio* will flex and adapt to meet the needs of the learner and the learning. Large glass windows will allow others to see the work going on which communicates the message of how deeply important the process is in addition to the outcome of the learning. PDS’ art studio will be housed in this space, and there will also be breakout rooms for small group work as well as tools and materials for designing and tinkering. The intention is for the space in the *Dobbs EDGE Studio* to be inspiring and motivating to students and their teachers. In essence, the space itself becomes a teacher, as it opens up the possibility of discovery and investigation, experimentation and expression, deep wondering and collaboration. The space itself invites the student to develop his ingenuity and leverage all the learning he can muster to contribute, create, and communicate.

In just a short period of time, PDS boys and faculty members know what taking a problem or situation “to the *EDGE*” means—to use a systematized and rigorous thinking process to develop solutions that are only possible when students use empathy, creativity, collaboration and critical thinking. Though the boys in Mrs. Bullard’s science class may not know it, PDS continues to push teaching and learning to new places so that PDS boys are prepared for the world and its challenges. “PDS is taking learning to the edge,” Mrs. Bullard explains, “making learning purposeful and fun.” ●





An EDGE with No Boundaries

Recently opened in December of 2013, the *Dobbs EGDE Studio* is an open, multi-purpose learning space built especially for PDS boys to develop the skills of creativity, experimentation, tinkering, discovery, and collaboration.





It was important that the new space be designed to be multi-purpose, flexible and future-proofed in order to accommodate the needs of PDS boys for many years to come.”

Susan Droke

Assistant Headmaster for Teaching and Learning



If you walk near the 1st-grade classrooms, you will notice a modern space with lots of glass and colors. It's the *Dobbs EDGE Studio*—a center for design, art, and creativity. Cindy and Edward Dobbs chose to name this wonderful open, multi-purpose learning space after their son Andrew, a PDS 3rd grader. The *Dobbs EDGE Studio* was built to develop creativity, encourage experimentation, allow discovery, and promote collaboration. “We are excited to support PDS and the Capital Campaign. We want the *Dobbs EDGE Studio* to be a place where boys push their

creativity, thinking, and design to the edge. Our hope is that the boys will be bold, take chances, and see things from a different perspective,” stated Cindy Dobbs. “We hope the *Dobbs EDGE Studio* will spark the PDS boys of today to become future artists, designers, or engineers,” continued Edward Dobbs.

The *Dobbs Edge Studio* is an open space. The space and furnishings are designed to be moveable. Many of the walls are painted with IdeaPaint, allowing teachers and

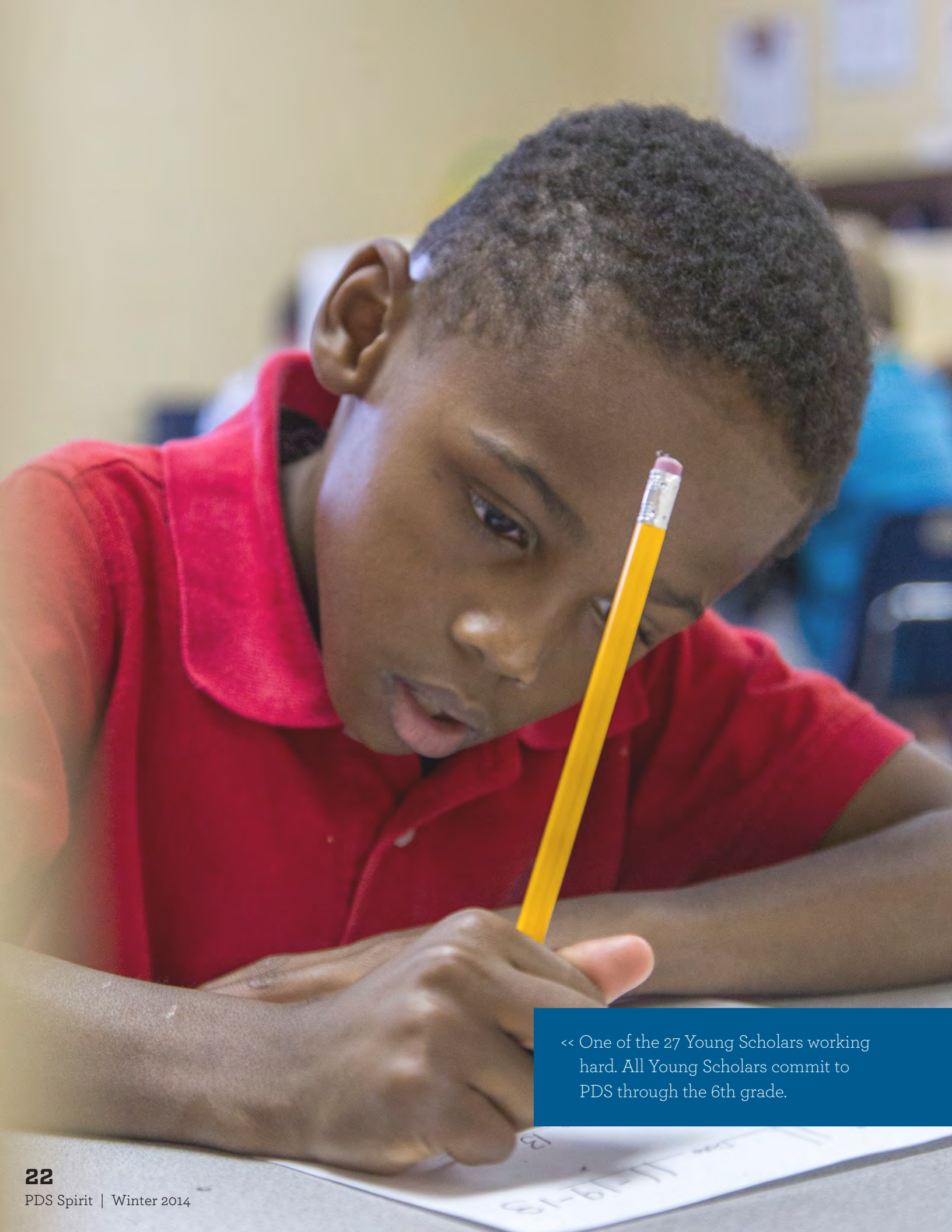


students to write on the walls, capturing ideas visually during brainstorming. The glass wall in the center can be folded away to create one large open space or can be left closed allowing two different classes at one time.

“PDS believes that a school’s physical space should never shape or limit teaching and learning,” explains Susan Droke. “Because of this, it was important that the new space be designed to be multi-purpose, flexible, and future-proof in order to accommodate the needs of PDS

boys for many years to come. By making this space future-proof, we have insured the funds spent building the *Dobbs EDGE Studio* were money well spent,” Droke concluded.

All of PDS art classes now meet in the *Dobbs EDGE Studio*. More than just art the *Dobbs EDGE Studio* provides space for classes and groups to work on design thinking projects. Just as Cindy and Edward Dobbs hoped, the *Dobbs EDGE Studio* is already pushing students and faculty to the edge of thinking. 🍎



<< One of the 27 Young Scholars working hard. All Young Scholars commit to PDS through the 6th grade.

Sharing the Blessing

Young Scholars Program supports the Greater Memphis community.

When you walk through the hallways at PDS, you will notice that it is a fun, happy place of great thinking and learning. For 27 boys and their families, it is also an amazing gift. These boys are able to attend PDS because of the Young Scholars Program.

In 2007, a generous and anonymous benefactor began funding the Young Scholars Program. His idea was to offer a partial scholarship to boys who would otherwise not be able to afford a PDS education. Since then, other generous donors have joined together to provide their support for this life-changing program.

The Young Scholars are selected based on academic ability and financial need. PDS Young Scholars have to score at a very high level on the entrance exam, and parents have to commit to be a part of the PDS community. Every scholar's family pays a portion of their PDS education. When a boy enters the Young Scholars Program in Early Childhood, his family is committed to being a part of PDS through the 6th grade. The Young Scholars Program allows PDS to recruit bright boys, who would not have an opportunity to attend a private school, at the beginning of their educational career.

This year, the first group of Young Scholars graduates. These boys entered PDS in Senior Kindergarten (SK). They rank in the top half of their class academically, and are involved in various activities. Just like other PDS families, these Young Scholars' families make sacrifices every day to send their son to PDS.

Recently, PDS parents, Kimberley and Howard Graham made a financial commitment to support the Young Scholars Program. They want to share the outstanding Christian education PDS provides to boys who otherwise would not be able to attend. The Grahams stated, "We believe the many blessings God gives us are meant to be shared. PDS is one of those blessings." They went on to say, "Our hope is that PDS will continue to become excellent in every way. We think one way of being excellent is by including boys from diverse backgrounds. We want to see PDS be excellent without being exclusive.

Diversity is good for PDS, the Young Scholars, and the boys and families who pay full tuition. The world is a financially and racially diverse place. We think boys from all types of backgrounds benefit from knowing and being friends with each other."

Howard and Kimberley do not know who the Young Scholars are in their sons' 5th-grade and SK classrooms, but they can't imagine a better group of boys and families.



^ Kimberley
and Howard
Graham

The Young Scholars Program makes real and forever changes in lives of families. Kimberley said, "We hope the lives of the Young Scholars are impacted the same way our sons are impacted—by growing in wisdom and stature with God and man during their time at PDS."

Supporting the Young Scholars Program at PDS is a real way to directly support people. These boys will make Memphis a better place. "We believe the Bible teaches that our resources and blessings are not our own, but ours to be used for the Glory of God. Philippians 2:4 says, 'Let each of you look not only to his own interests, but also to the interests of others.' We cannot claim to do this perfectly, but this is one small step for us toward a life that is less about us and more about the example Christ gives us," stated Howard Graham.

PDS appreciates all gifts to the Young Scholars Program. Thank you to all the donors who have sacrificed to give so others can attend PDS. We hope you will consider supporting the Young Scholars Program. Donations of any size will help this program continue and expand. ●

Please contact Cynthia Graham, Director of Major Gifts, for more information at cgraham@pdsmemphis.org or 901.842.4694.

The Gallery

They paint. They draw. What more can you say.



Bradley Bolden, JK
"Bradley's Dad"
Mixed-Media



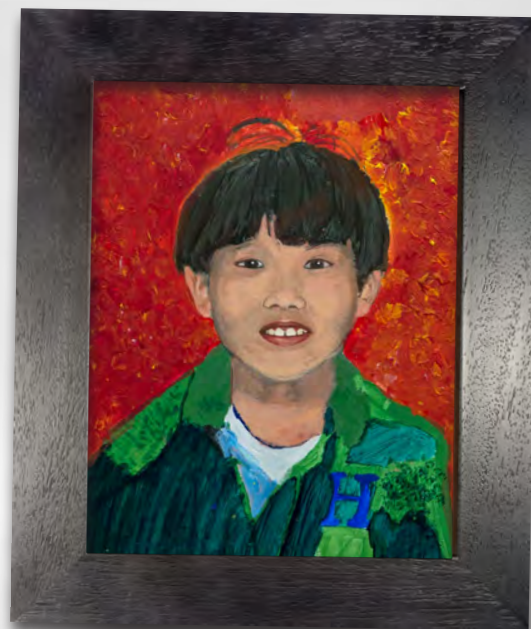
Kemp Conrad, 3rd Grade
"Family Portrait"
Acrylic on Canvas



Andrew Phillips, PK

“Daddy & Andrew”

Mixed-Media



Andrew Xu, 3rd Grade

“Self-Portrait”

Acrylic on Canvas



**McKnight Johnston,
5th Grade**

“Statue of Liberty”

Tempura on Paper



Samuel Kilgore, 6th Grade

“Aboriginal Kitty”

Oil Pastel and Tempura



<< Martin Institute Resident Katie Mask teaches small group math to 2nd-grade boys with mentor teacher Beth Campbell.

Building the Teachers of Tomorrow

The Martin Institute for Teaching Excellence provides a yearlong residency program for pre-service teachers. Pre-service teachers are talented and highly motivated individuals who want to teach, have bachelor's degrees (some in teaching and some in content areas like math or history), and have never been the teacher-of-record in a classroom. Martin Institute Residents spend long periods of time in classrooms at public, private, and charter schools working with teachers who are superior mentors.

The residents' training focuses on what teaching looks like, how to define teaching, and how to explicitly teach thinking.

They also spend multiple hours each week in content seminars learning new teaching strategies. During the course of their year, they will learn to create quality lessons, to implement numerous techniques for classroom management, and how to use data to inform instruction.

Laura Dearman serves the institute as the Director of Teacher Development and has direct responsibility for the Martin Institute Residency program, mentoring the residents, and designing their learning program and

teaching assignments. She observes the residents multiple times each week to provide immediate feedback to aid in their development. The feedback offered is much like that of a coach, designed to mold, build, and influence the residents' definition of teaching excellence.

The Martin Institute Residency program has a unique focus on thinking and metacognition (thinking about our thinking). The residents' training focuses on what teaching looks like; how to define teaching, and how to explicitly teach thinking. The institute stresses the belief that excellent teaching is about designing and leading learning that allows a child to discover and own information and knowledge. Martin Institute Residents learn to prompt children to think critically, reason, and solve problems.

In addition to student teaching at PDS, the residents have deep learning and teaching experiences at New Hope Christian Academy, Promise Academy, the Gestalt Community Schools, and St. George's Independent School Memphis campus—about 900 hours of teaching by the end of their year. Through the Martin Institute's yearlong program, the Martin Institute Residents develop into exceptional classroom-ready teachers who can be successful in a range of school environments in Memphis. ●

The 2013-2014 Martin Institute residents are Jillian Hinesley, Alex Jenkins, Lee Johnson, , Katie Mask, Monica Mason, and Katy Quinn.

martin institute
for teaching excellence

The Martin Institute for Teaching Excellence was founded in 2010 to provide professional development for teachers to transform their teaching practices to better serve students. Its founders include Presbyterian Day School, The University of Memphis, and the Martin Family Foundation. Research shows that the most important factor in a student's success is the quality of his or her teachers. The institute is dedicated to helping teachers pursue excellence in their teaching and their own professional learning.

MARTIN INSTITUTE BOARD

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New Teacher Network Augments Teacher Training

Based on school visits and conversations with school leaders across Memphis, the Martin Institute developed the New Teacher Network to support and connect new teachers from different schools and teaching environments in Memphis. As local education advocacy groups work to brand Memphis as “Teacher Town,” an exciting place for teachers to make a difference, the New Teacher Network plays an important role in providing continued learning and confidence building opportunities for teachers who are within the first three years of their teaching careers.

The New Teacher Network is designed to augment the limited training that new teachers receive at

their school before the school year begins to among other things, increase teacher retention. Current statistics reveal that about 50% of teachers leave the profession within the first five years.

By creating a yearlong calendar of sessions and topics, the New Teacher Network provides a connected group of professional peers who have the opportunity to safely ask questions from experienced teachers who co-facilitate the learning sessions. The curriculum for the six afternoon sessions that occur from October through May was developed by surveying school leaders across Memphis to ask the



top five things they wished new teachers had better mastery of. By creating this opportunity for new teachers to connect, learn, and form supportive relationships, the Martin Institute’s New Teacher Network provides a significant service. ■

Learn: How and Where Does Learning Thrive?

The Martin Institute is pleased to be hosting a conference featuring Project Zero, a research group of Harvard’s

person conference will feature some of the world’s leading researchers, writers, thinkers and leaders in the field of teaching and learning: Howard Gardner, David Perkins, Shari Tishman, Ron Ritchhart, Tina Blythe, Carrie James, Veronica Boix-Mansilla, Daniel Grey Wilson, and Steve Seidel.

this conference will invite educators to reflect deeply on how they design and facilitate learning for their students.

The Martin Institute has allocated \$100,000 to fund scholarships for teacher teams within the Memphis area to attend Project Zero. Over 225 teachers were granted scholarships, impacting approximately 30,000 students in Memphis. The Project Zero philosophy and methods have had direct, practical, and powerful application in the classroom. ■

Collectively, their work includes investigations into the nature of intelligence, understanding, thinking, creativity, ethics, and other essential aspects of human learning. With its theme and overarching question of *How & Where Does Learning Thrive?*,

Graduate School of Education on February 12-15, 2014 on the campus of Presbyterian Day School. This 800

[learn]

Derwin Sisnett, Co-Founder/CEO of Gestalt Community >>
Schools and Martin Institute board member, wows
annual conference audience with his dreams of saving
communities through strong neighborhood schools.



PDS Hosts 4th Annual Martin Institute Summer Conference

Teachers and School Leaders Come Together for Annual Conference

Since its inaugural year in 2010, the Martin Institute has hosted an annual conference held in June on the campus of PDS. At this annual professional gathering teachers, school leaders, and other experts present practical classroom strategies and innovative education ideas.

The Martin Institute Annual Conference has shown healthy growth each year in its number of attendees and quality of sessions presented. The 2013 Martin Institute Conference hosted 779 teachers and school leaders from 21 states and 130 distinct schools.

One of the most unique factors about the Martin Institute Conference audience is that teachers and school leaders come from the full mix of school options. Public, private, parochial, public charter, and home school educators participate together in conversations to improve teaching and learning. They gather as professionals, giving up two days in the summer, to learn about different approaches that teachers use to inspire, motivate, and challenge students. About 62% of the conference participants in 2013 were from the Memphis area. Approximately 58% of 2013

conference attendees participated in the conference with scholarship support from the Martin Institute.

The 2014 Martin Institute Annual Conference will be held at PDS on June 10-12, 2014. We again expect about 800 attendees, coming together in the summer, to learn, connect, and be inspired as professionals devoted to teaching and learning: their own learning and that of their students. ●

MARCH MANIA

March 21-28



The 2014 March Mania Online Auction is coming soon. Hundreds of items will be up for auction starting March 21, including clothing, parties, jewelry, art, home decor, toys, memorabilia, and more.

Sponsored By:



Grinder, Taber & Grinder, Inc.

pdsmemphis.org/auction

Lori Johnson Retiring PDS Senior Kindergarten Teacher

Lori Johnson has been teaching kindergarten for 40 years. This year, her 10th at PDS, will be her last as she retires at the end of the 2013-14 school year.

What is the hardest part of your job?

I think the hardest part of my job is trying to teach all that I want to teach in the time I have to do it. SK boys are so curious about everything in the world. Every topic we discuss leads to more questions about related topics. I am always looking at the time, thinking, “We have to stop and begin our reading or math lesson.” There are truly not enough hours in the day to teach all that these boys want to learn.

What has kept you at PDS for so long?

PDS is a fun, happy place to teach. I enjoy the boys. I enjoy the parents. I enjoy my co-workers the most. I have shared many happy times and many sad times with my EC family. I will miss seeing them every day after I retire.

How do you gauge success in the boys at PDS?

All boys will learn how to read and write, some sooner, some later than others. But, I have always felt that my main role as a SK teacher was to help boys love to learn. Success in learning means developing a love of learning that will last a lifetime.



What are you going to do after you retire?

My husband and I have a summer cottage on a small lake in Michigan. My grandparents bought it in 1933, and my mom spent every summer of her life there, as did I and as did our son, Patrick. We are going to be able to spend five months up there, from May to October. I'll be able to see the leaves change color around the lake!

What is something unique about you?

In all my personal correspondence, I only write with lower case letters. It's something I began many years ago—very opposite from the strict handwriting lessons that I've taught in kindergarten for 40 years. ♡

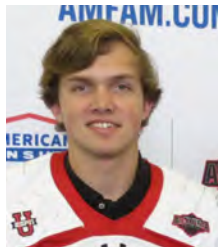
Alumni News

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



<< Gary Wunderlich in action, punting in the Under Armor All-America Game. In the fall of 2014, you will find him in an Ole Miss uniform.

Wunderlich Named to Under Armour All-America Team



PDS Alum **Gary Wunderlich '08** was presented his honorary game jersey during the American Family Insurance Selection Tour for the 2014 Under Armour All-America High School Football Game

Wunderlich is one of 90 players selected to compete in the seventh-annual Under Armour All-America Game presented by American Family Insurance, a nationally televised competition spotlighting the country's top high school seniors.

Prior to the game Wunderlich said, "I'm really looking forward to showing off my talent. I'm also looking forward to playing against the best of the best on ESPN."

The 2014 Under Armour All-America Game was played on Jan. 2 at Tropicana Field in St. Petersburg, FL, and was televised on ESPN.

"I'm looking forward to playing against the best of the best on ESPN."

UA will not allow you to punt and kick, so Wunderlich had to make a choice. He decided that it would be more fun to punt. Wunderlich kicked off twice from the 30-yard line (five yards farther than college rules because they wanted all kickoffs to be returnable.) He punted twice for unofficially a 42 yard average. He also held for two field goal attempts and two PAT's. What an exciting way to finish a high school football career. Wunderlich has committed to the University of Mississippi. 🍀

Top 10 ways for graduates to stay in touch

1. SUBSCRIBE *for all the up-to-date info*
Visit pdsmemphis.org and subscribe to the events calendar and e-newsletters.



2. FACEBOOK *your alma mater*
Your former teachers are always looking forward to catching up.

3. FOLLOW *us on Twitter*

Follow @pdsmemphis for 140 characters of news bits and fun info from the school that helped mold you into what you are today.

4. ATTEND *PDS Alumni Events*

Distinguished Alumnus Luncheon, Mentor Breakfast, Golf Tournament, and more...

5. VOLUNTEER *to serve*

PDS is always needing help to put on the various alumni programs every year. We can find a place for you if you volunteer.

6. NETWORK *with classmates*

Are you LinkedIn? LinkedIn is a great place to network with other PDS alums.



7. CONTACT *your friends at PDS*
Give us a call in the alumni office at 901-842-4600 anytime.

8. SUBMIT *updates*

What's going on in your life? New baby? New job? Win an award? Let us know about it at alumni@pdsmemphis.org.



9. VISIT *your alma mater*

Changes are occurring on a daily basis at your old haunting grounds. Drop by and see what's new.

10. READ *the PDS Spirit*

Every issue of the *PDS Spirit* is available online. Read them all front to back, or back to front—the choice is yours.

Alumni News

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

PDS Rudolph Brothers See Success

Goodman Rudolph '11 tied for second place, one stroke behind the winner, in the Tennessee Golf Association's junior event, Ashworth Elite Series. Goodman is listed on the Junior Golf Scoreboard as the #5 junior golfer in TN, the #10 9th-grader in the USA, and the #11 9th-grader in the world. He's the #1 ranked freshman in TN. Goodman was also named to the Best of the Preps Private Schools Boys team.

Goodman's brother, **Mason Rudolph '11**, qualified for the State Amateur this past summer in Chattanooga, Tennessee. Mason took Memphis' 11th and final spot after a birdie on the second hole of a six-way playoff.

Mason and Goodman played for MUS in the TSSAA State Championship tournament at Willowbrook. Both also helped lead the team to the West Region championship.

PDS Princeton Footballer

PDS celebrates alum **Britt Colcolough '06** who plays football for the Princeton Tigers. Colcolough states that "school and football are tough." Colcolough is also involved in Princeton Faith and Action.



Future collegiate lacrosse players, **Patrick DiMento '08**, **Jackson Roberts '08**, and future collegiate tennis player **Walker Sims '08**.

PDS PDS Alums to Play at the College Level

Congratulations to PDS Alums **Patrick DiMento '08** and **Jackson Roberts '08** who have signed to play Lacrosse at Furman University.

Congratulations to **Walker Sims '08** who will play tennis at the U.S. Naval Academy.

PDS Cardinal Commitment

Harrison Williams '08 has verbally committed to Stanford as a track and field athlete. He chose Stanford over Texas, UCLA, Oregon, Arkansas, and Missouri. Williams, now a senior at MUS, was the Best of the



^ **Britt Colcolough '06** just completed his second year on the field for the Princeton University Tigers.



The big winners of the First Annual PDS Golf Tournament >> at the Links of Galloway were **Brice Bailey '96**, Michael Murphy, **John Phillips V '97**, and **Michael Schaefer '97**.

Preps track athlete of the year in 2012. As a junior, Williams won the decathlon, high jump, pole vault, and 300-meter hurdles at the state track meet, setting a pole vault record of 16-4 at the state meet.

PDS Bound for Northwestern



James Prather '08, a senior outside linebacker currently at MUS, is thrilled to have an opportunity to

be a Wildcat. Prather picked the Wildcats over offers from UConn, Navy, and Northern Illinois.

PDS Alums Play Golf at MUS

PDS Alums comprised 90% of the MUS Lower School Golf Team. Congratulations to **Wyatt Berry '12**, **Call Ford '13**, **Matthew Rogers '13**, and **Philip Wunderlich '13** who were members of the A Team. Congrats to **Daniel Black '12**, **Jackson Bridgforth '12**, **Robin Coffman '13**, **Walker Crosby '13**, and **Hall Upshaw '13** who are members of the B Team.

PDS PDS Golf Tourney

The first PDS Golf Tournament sponsored by the Alumni Association was held on April 19, 2013. Despite

the unusually cool temperatures, players enjoyed lunch and golf on The Links at Galloway.

Congratulations to the team of **Brice Bailey '96**, **Michael Murphy**, **John Phillips V '97**, and **Michael Schaefer '97** for a first place finish. The second place team was **Chip Campbell**, **Ned Laughlin '88**, **Harry Sayle '85**, and **Jason Shelby '86**.

The 2nd Annual PDS Golf Tournament will be held on Friday, April 25, 2014. Contact Cynthia Cross at ccross@pdsmemphis.org or 901-842-4691 for more information. ●

Alumni News

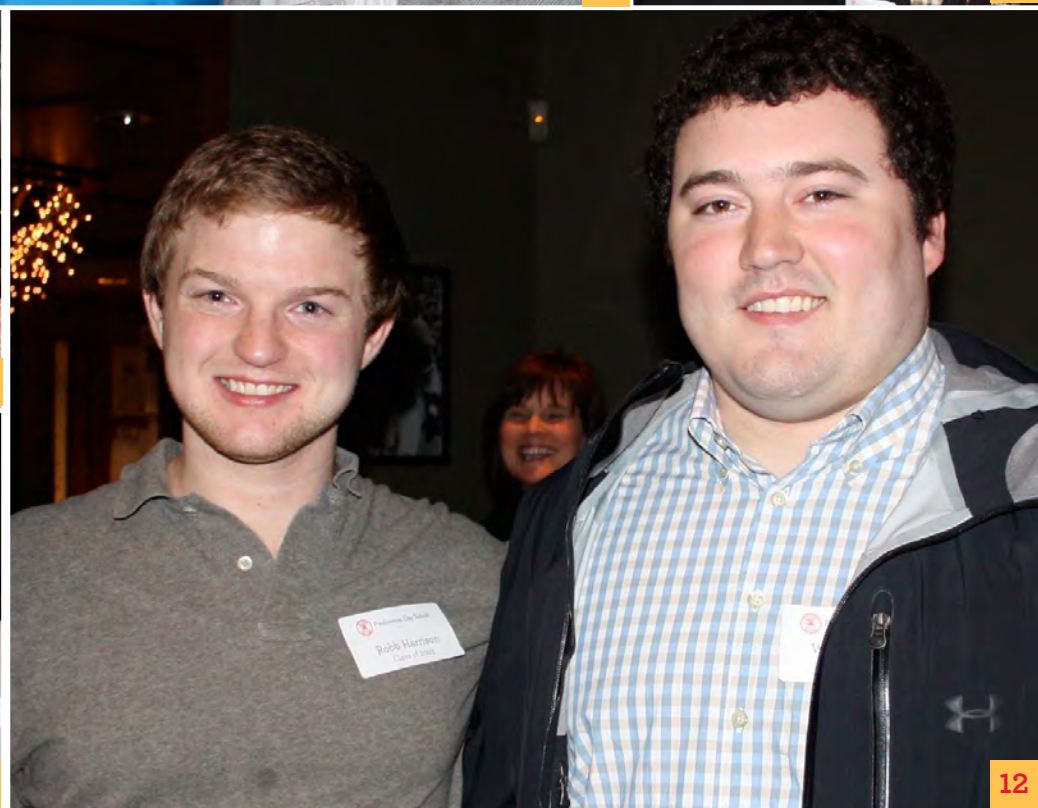
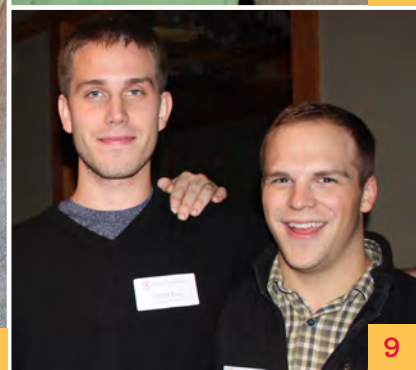
Have some news about a PDS graduate? Send it to alumni@pdsmemphis.org.

Young Alumni Gather During Holidays

PDS Young Alumni from the Classes of 2000 through 2004 gathered together during the holidays to reconnect and network among their peers and former teachers. College seniors and those four years ahead of them look forward to this annual tradition sponsored by the PDS Alumni Association. “What makes the PDS Young Alumni Christmas event special to me is the opportunity to talk to and socialize with my classmates that I have not seen in months or even years,” said **Luke Jensen '01**. “Many of my classmates I will only see once a year at the event.” We were glad to see so many young alumni. ●

- 1 Gabe Ruby '04, Harrison Martin '04, Patrick Nenen '04, Graham Stewart '04, Parker Wilson '04, and Christian Kauffman '04
- 2 Johnny Dillon '03 and Jack Steffner '03
- 3 Win Loeb '04 and Holman Moores '04
- 4 Luke Jensen '01 and Stephen Bowie '01
- 5 Philip Heppel '01, William Ware '01, and Neely Mallory '01
- 6 Kimbrough Taylor '03, Kent Francis '02, and Watson Goerge '02
- 7 Hugh Francis '00, Bowers Clement '00, and Russell Nenen '00
- 8 PDS Coach Dennis Smith and Harrison Hunt '01
- 9 Mikey Rose '04 and Harrison Martin '04
- 10 PDS Headmaster Lee Burns and Michael Folk '03
- 11 Wilson Orr '04, PDS Dean of Students Ross Spain, and Will Carruthers '04
- 12 Robb Harrison '03 and Walter Barnett '03





Alumni News

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

ALUMNI SPOTLIGHT ON DAVID HOYT MONTAGUE '76

Director of the Memphis Teacher Residency and 2013 PDS Distinguished Alumnus

Tell us about the Memphis Teacher Residency?

The Memphis Teacher Residency (MTR) is a teacher preparation program that provides a one-year urban teaching residency (similar to the medical model of residencies) followed by a three-year requirement to teach in an urban, high-need school with which MTR partners.

How did you get involved in the MTR?

It was 2008, and I was 44 years old and looking for a career for the last half of my working life. My good friend, Tom Marino, gave me the chance to work in urban education. I thought the offer was a wonderful opportunity for me to use my occupation to serve others, especially those that have historically been underserved in the important area of education.

What was your favorite moment of PDS?

It could be any one of many, depending on the day... The organized "sit-in" on the curb while Coach Mathis about exploded as he held traffic on Central, my pastel blue leisure suit I wore at graduation, or watching Brad Bolton score 76 points in one intramural basketball game.

What things did you learn at PDS that you use on a daily basis?

Jesus Christ is alive and has a purpose and mission for His people... to honor Him and to serve others as we live our lives joyfully and faithfully in obedience to His word. ■

David Montague '76
2013 DISTINGUISHED ALUMNUS
BUILDING BOYS, MAKING MEN SINCE 1949.

Don Batchelor '66 (left) and >>
John Phillips V '97 (right) present
David Montague '76 (center) with
the Distinguished Alumnus award.



PDS Outstanding Young American

Congratulations to **Beau Davidson '93** who was selected as one of the US Jaycees Ten Outstanding Young Americans (TOYA) for 2013.

For 75 years, the United States Jaycees have been honoring 10 men and women under the age of 40 who best exemplify the highest attributes of the nation's emerging young leaders. Davidson joins past recipients Nelson D. Rockefeller, Henry Ford II, Wayne Newton, Miss America Kate Shindle, Presidents Kennedy, Clinton, Ford, Nixon, Teddy Roosevelt, and Elvis Presley. Davidson accepted the award in Seattle in June at the 75th anniversary.

PDS Academic Awards

Eleven PDS alumni from the Class of 2008 have earned the distinction of National Merit Semifinalist or Commended Scholar for scoring in the top 1-5% of all high school seniors on the PSAT. Students are tested in critical reading, math, and writing skills.

"We are delighted to see so many alumni earning such a high academic distinction," says Headmaster Lee Burns.

Congratulations to the following for being named National Merit Semifinalist: **Joshua Douglass '08, Davis Howe '08, Ben Ormseth '08, Stephen Pacheco '08, Paul**

Stevenson '08, Zain Virk '08, and Harrison Williams '08.

Congratulations to the following for being named as a Commended Scholar: **Shivam Bhakta '08, Chris Galvin '08, Reed Harrison '08, and Will Wells '08.**

PDS Class of 2007 Matriculates

The Class of 2007, with millions of dollars in merit-based scholarships, matriculated to colleges around the country. They attend many colleges including: Auburn University, Birmingham-Southern College, College of Charleston, Colorado State University, Furman University, New York University, Samford University, Southern Methodist University, Texas A&M, Texas Christian University, The University of Alabama, University of Arkansas, University of Mississippi, University of North Carolina, University of Pennsylvania, University of the South (Sewanee), University of St. Andrews, University of South Carolina, University of Tennessee at Chattanooga, University of Tennessee at Knoxville, University of Virginia, Vanderbilt University, and Washington and Lee University.

"It's nice to see our graduates matriculating at such a wide range of outstanding colleges all over the country and the world," says Assistant Headmaster for Teaching and Learning Susan Droke.



PDS ALUMNI ASSOCIATION BOARD 2013-14

John Phillips V '97, *Chairman*

Scott Anderson '86

Blake Bourland '89

Chance Carlisle '95

Bowers Clement '00

Ross Glotzbach '93

Joey Griesbeck '96

Joel Hobson '66

K.C. Horne '86

Louis Jehl '74

Luke Jensen '01

Ben Keras '89

Philip LaMoreaux '86

Ned Laughlin '88

Neely Mallory IV '01

Jimmy Ogle '64

Clyde Patton '80

Michael Schaefer '97

Foster Smith '92

Craig Sneed '97

Harley Steffens '92

Rob Tayloe '91

Tread Thompson '95

Teacher Spotlight

One of the teachers that makes PDS so special.

Lynell Hecht

Director of Academic Support/ Learning Specialist

How would you describe your position at PDS?

I have two positions at PDS. My first position is a reading specialist in 1st grade. I have the privilege of working with every first grader and seeing the incredible growth that happens in this grade. I am able to get to know each boy and become aware of strengths and weaknesses. This helps tremendously in my second position as Director of Academic Support. If a young man is struggling academically, I am usually familiar with the areas of concern. Knowing his history, what we have put in place that has worked and what has not, is a huge help going forward. I am able to follow these boys as they progress through 6th grade and help to make it as successful as possible.

What is the best thing about working at PDS?

There are so many things to list! First and foremost, I love teaching, and it is so much fun teaching boys. Not a day goes by without the joy and laughter that they bring. Being able to teach in a place where we can freely speak of God's word and grace is a gift that I do not take for granted. I am surrounded by colleagues that amaze me daily, with their talent, compassion, and friendship. Working under an administration that is constantly seeking to help boys be more successful is inspiring. I am proud to be a part of an establishment that not only seeks to make PDS a better place, but also has a strong and generous commitment to help many areas of the surrounding community.

How do you gauge success in the boys at PDS?

Success can be considered a broad term among many people, but I feel that a boy is successful if their self-esteem is solid. Whether they are excelling academically or progressing with a great deal of extra support, as long



as they are happy, enthusiastic, and making progress, I feel there is success. As we share with them early on, they learn to walk at different times, lose teeth at different times, and they will learn at different rates as well.

What is the hardest part of your job?

Without a doubt, the hardest part of my job is wearing open-toe shoes in a building with energetic boys, especially during a fire drill.

What is something most people do not know about you?

I grew up in a very small town in Florida with less than a thousand people. I had every pet imaginable, and our pet donkey played the part of Rudolph every year in the town Christmas parade! 🍷

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The Links at Galloway • Friday, April 25, 2014

For more information contact: Cynthia Cross, Director of Alumni Programs,
Special Events, and Parents' Association Liaison, ccross@pdsmemphis.org