

## **DRE Search Process and Results, June 2011**

UUFM committed to a DRE position in 2008 with the expectation that it would help the fellowship grow in positive ways. However, neither the fellowship nor the RE program grew substantially in numbers during the ensuing period when the fellowship had a ½ time DRE. With the parting of ways between the fellowship and the previous DRE, Maria Snyder, many people thought it was a time to revisit the needs of the fellowship and the RE program to determine the best path forward.

Starting sometime in mid January 2011, the RE committee initiated a series of discussions about the fellowship's experiences to date with a DRE, what seemed to work and what didn't, and what might be done from there. The discussions began with members of the RE committee and board, as well as our minister, Michael Nelson, and some parents who initiated discussion on their own. The RE committee asked some members from those groups to form an informal "task force" to ensure that fruitful discussions continue, so that the fellowship would discover what it learned and build on that and not repeat mistakes. Membership in the task force was open and somewhat fluid. Involved were Kim Belanger, Brice Hobrock, Molly McGaughey, Michael Nelson, Sandy Nelson, and Scott and Kathleen Tanona. Rev. Thea Nietfeld was asked to facilitate two discussions, the first (Mar 17) with all parents of children in the RE program invited, and the second (April 7) with all members of the fellowship invited (via announcements, newsletter, and listserv). Feedback from those meetings was very positive. (Notes from those meetings taken by Rev. Nietfeld are attached as an appendix below.)

What became clear is that our expectations were for a true leadership position, not a person simply to support the RE teachers, but someone to lead the RE program, to actively interact with parents, to follow up with parents who have visited, to initiate outreach activities, and to foster increased awareness and involvement of the RE program both inside and outside the fellowship. To some degree, expectations from the beginning always included strong communication with the fellowship. However, experience and brainstorming about the future of the RE program helped make it clear that most of the focus of the DRE should now best be placed on communication and outreach, including meeting and following up with new parents, as well as on program development, and that the fellowship would need to hire with those explicit purposes in mind.

One concern voiced was that reporting, oversight, and evaluation be carefully thought through, both so that any future DRE would get the support and feedback he or she would need to proceed, and so that the fellowship would become aware and be able to address any problems as soon as possible. Support for the RE program was universal, as indicated by the long-term planning survey as well as these discussions. However, for the fellowship to continue operating with a DRE, it could only be under conditions in which people would feel confident that it would be worth the expense. Support for continuing was very wide, though with some caution and concern. Discussions were begun to see how much funding the fellowship would be able to put towards a DRE position. At least four families committed early, well before the budget development process, to increasing their pledges significantly to help continue the position.

The DRE task force reviewed input carefully. It determined that a new vision for the DRE had been formulated through these discussions, that provisions for oversight had been well-articulated, that the prospects for finding someone with the skills required for the new vision were not unreasonable, and

that the fellowship would likely support hiring under these conditions. But given the finances of the fellowship, the task force thought that the fellowship probably could not afford to fund a DRE at the same level it had before. Based on further discussions with the RE committee, the task force concluded that a DRE position at only about 1/4 or 1/3 time could accomplish enough of the goals identified at the meetings to develop new momentum for the program, *if* the DRE were experienced, well-organized, self-motivated, and outgoing, and he or she were well-supported by the RE committee and the fellowship. The RE committee committed to provide not only directional support, but also more of the day-to-day operational needs (such as purchasing supplies) so that the DRE could focus more on the communications, outreach, and follow-up activities needed.

The DRE task force began writing a statement, based on the voices expressed during this process and reviewed, edited, and approved by the RE committee, expressing the new vision for the DRE position and recommending hiring a DRE for a one-year term or contract position, at less time than the level at which the previous DRE had been funded, as a trial to develop anew the role of the DRE and lay the foundations for RE and fellowship growth, with the hope that after a year's time the fellowship would be able to fund the DRE to a greater extent, if the DRE role were performed very successfully. Discussions with the finance committee suggested a willingness to consider proposing a line item for a DRE at about half of what the line had been for the previous 1/2 time position. A contract-type position without benefits was thought reasonable for an under half-time trial year.

In its March meeting the board voted to recommend to the fellowship a budget that included funding for a DRE at about a 1/3 time, without benefits. At the same meeting, the board charged the RE committee to begin the search for an internal/friend candidate, or someone else closely associated with the fellowship, *if* the budget were passed as presented. The DRE task force statement was made available at the April UUFM annual meeting. (A version revised as indicated in the next paragraph is attached as an appendix below)

The budget was passed as presented at the annual meeting. As directed by the board, the RE committee authorized a job announcement and began the process of writing more detailed job description consistent with the desiderata of the task force statement. The DRE task force statement was revised and a job description was written to make the position a term regular employee and not an independent contractor, as had been originally suggested as a possibility. The job opening was posted in the May newsletter, several Sunday bulletins, and the listserv, with sufficient lead-time before a May 15th deadline. The RE committee then authorized a search committee to complete the search process. The ad-hoc DRE search committee approved by the RE committee was Scott Tanona (committee chair), Kim Belanger, Laura Bonella, and Brice Hobrock. The search committee agreed that it would not recommend anyone if it thought no one was qualified to meet the new expectations of the fellowship. The search committee discussed the applicant pool and interviewed on Tuesday May 17.

The DRE search committee recommended Cory Zeller enthusiastically and with no reservations. It was not only clear that she was the best candidate out of the applicants, but the committee thought her uniquely qualified to undertake the DRE position as outlined by the vision that came out of the spring discussions. (Search committee recommendation attached as an appendix below.)

The search committee forwarded its recommendation, with evidence of Ms. Zeller's qualifications, to the RE committee and the UUFM minister, Michael Nelson, for approval. Both enthusiastically concurred with the choice of Ms. Zeller for DRE (Michael Nelson met with Ms. Zeller individually before approval). Required background checks were performed, with nothing of concern reported. In preparation for a possible offer, in consultation with the board, Scott Tanona and Kathleen Oldfather prepared terms for a contract that would be consistent with the new job description.

The board held a special meeting on May 26<sup>th</sup> to hear the DRE search committee recommendations and to interview Ms. Zeller themselves. Scott Tanona represented the search committee, and the board asked him about the process to ensure their confidence that the process was fair and performed in the best interests of the fellowship. The board interviewed Ms. Zeller and voted unanimously to hire her for a term position, 0.3 time (50 hours a month), reporting directly to the board, and to be evaluated quarterly on the basis of the goals of the DRE vision statement, undertaken with input from the minister, RE committee, and others to be solicited.

Cory Zeller was offered the position and accepted effective June 1, 2011, for a term of one year.

Respectfully submitted by Scott Tanona, on behalf of the DRE Search Committee, DRE Task Force, and the RE committee

## **Notes from parents' meeting, facilitated by Thea Nietfeld, Mar 17, 2011**

### **Report from UUFM Parents' Religious Education Transition Discussion**

In attendance: Jennifer Askey, Laura & Mike Bonella, Kim & Blake Belanger, Kristan Corwin, Jessica & Marque Long, Molly McGaughey, Michael Nelson, Sandy Nelson, Scott & Kathleen Tanona, and Brian Washburn, with input in absentia provided by Cory Zeller.

So far, what we appreciate about the program is that our children have a religious home and sense of belonging at UUFM. They are creating community among themselves and the adults, including especially the great RE teachers. We're pleased that they are learning religious tolerance, UU values and ethics, and about world religions.

We hope and dream for a program with at least another classroom, a youth group, and many socializing activities for the children and among all ages – such as sledding and summer camp, dances, and team sports. We could have more multigenerational services in which the children participated more than performed. These dreams require that our program grow in numbers of children and volunteer leaders.

To grow our program, we need to be welcoming of families with children before they ever arrive at UUFM. We need a DRE who focuses primarily on welcoming new families and new volunteers into the programs.

We have specific ideas for ways to enhance and improve UUFM's religious education programs and look forward to ongoing conversations with the RE Committee and Fellowship staff.

Some of these are (in random order):

Children's choir

Involve children in social justice/charity activities

Plan multigenerational worship and outings in advance

Involve children in worship services as readers, chalice lighters – voluntarily

Have scavenger hunts, parents' night out, and cooking dinner for/with children (as above)

Have busy bags for children to take into worship or do in the atrium while waiting

Research other congregations' childrens' RE

Explore re-instituting partnership with the Congregational Church, which recently lost its religious education staff

Have more conversations between parents and DRE and parents and RE Committee for information exchange and support

Post what happened in the Sunday class on the classroom door

Keep parents informed such as by a calendar of events and lessons

Have an information bulletin board which shows newcomers where the classrooms are

Have the RE class activities reflect the topic of the worship service for family conversations

Increase projects/activities in the infant/toddler room.

## **Notes from general meeting, facilitated by Thea Nietfeld, April 7, 2011**

### **Report Discussion about UUFM Religious Education Program**

In attendance: Laura & Mike Bonella, Brice & Shirley Hobrock, Jo & Jason Maseberg-Tomlinson, Michael Nelson, Sandy Nelson, Michael & Kathleen Oldfather, Scott & Kathleen Tanona, and Cory Zeller. Sending their regrets but providing wishes and some input: Dick Beeman, Cathy Hedge, Aimee Fowler, Mark Moser, Tom & Monta Manney.

The thriving children's religious education program at the Unitarian Universalist Fellowship of Manhattan (UUFM) will have children and nonparent adults interacting in worship and a variety of social activities, including music, camping, organic gardening and cooking. Themes from worship will be linked with religious education programming (RE) to encourage family conversation, including the nursery staff receiving the storybook from the service. Newcomers with children will be actively welcomed with a bulletin board, brochure, and personal walk to the appropriate classroom. The whole congregation will be informed about and welcomed to RE programs, which will have many nonparent adult volunteers offering their talents and interests. Children's programming for the community, such as summer Character Camp, will increase the number of Manhattan residents of all ages who understand Unitarian Universalism.

Parents and nonparents already enthusiastically support children's RE at UUFM. Communication and coordination improvements will enable the program to move toward the vision of thriving. One example would be posting children's photos and names. Intentional integration of worship, religious education, and a sense of multigenerational community gives cohesion to the Fellowship. High quality multigenerational worship services demonstrate this integration. Our Whole Lives curriculum is well-thought out and gives our children a valuable foundation for sexual relationships. We want our children to know acceptance and the sense of belonging in an intergenerational community.

The next Director of Religious Education will be hired in a way that is open and transparent to the whole congregation. There will be a supervisory structure and job description (with emphasis on communication and outreach) that are clear to the candidate and congregation. The proposal to offer a 1-year contract will indicate an expectation of success and continuity. The identified candidate will need to show s/he is well-organized, can recruit and direct volunteers well, take care of administration, and be an extrovert. The candidate will be a trustworthy self-starter. The congregational budget for the coming year includes a part-time DRE position.

**OUTLINE OF RE GOALS, FELLOWSHIP INTERESTS,  
AND OUR PLANS FOR HOW TO PROCEED TO SUPPORT RE GROWTH  
REVISED (MAY 2011)**

**FINDINGS FROM MEETINGS, DISCUSSIONS, AND SURVEY:**

The fellowship is in full support of having a thriving RE program. We have a good RE program with great teachers. However, **the fellowship would like it to increase in quality, scope, and people served.**

A thriving RE program will be

**Truly intergenerational and participatory  
Open, visible, and informative  
Multi-faceted**

The fellowship has made progress in RE in recent years and has learned about what a DRE should be.

**VISION FOR A DRE:**

We need a charismatic leader to be the face of RE who will understand the needs of the fellowship and the vision of the RE committee, will help contribute to that vision and will work toward carrying it out, will motivate people to participate in RE, and will openly communicate with children, parents, other members of the fellowship, and the community at large.

**PROPOSAL:**

**Search for a self-motivated professional** who will focus his or her time on the following areas:

**Communications and outreach  
Fellowship participation, teacher recruitment, etc  
Program development**

**Status: 0.3 time, one-year term position,** with expectation of renewal for a successful candidate

The search for a term DRE will be narrow and directed. A small search committee will be charged to make an expeditious search for viable candidates already familiar with the fellowship.

**The DRE will report directly to the board.** The minister and the RE committee will advise and evaluate the DRE, and the RE committee will provide direction on desired curricula and programs.

**Evaluation will occur quarterly over the first contract year, TBD after that if the position is renewed.**

**The fellowship will require demonstrable progress** in areas such as  
communication with parents (both current and prospective RE participants),  
visibility of the RE program within the fellowship and the community,  
participation of the fellowship in RE,  
intergenerational interactions between RE children and the fellowship,  
diversity and quality of RE activities  
general confidence in the development of the RE program by members of the fellowship.

## RE PLAN FOR THE DRE POSITION 2011-2012, REVISED (MAY 2011)

### BACKGROUND

The RE committee and others who have been working on the prospects for continuing funding for a DRE (Director of Religious Education) have over the past few months been engaged in discussions with parents and others in the fellowship to help us identify the best path forward. We have had numerous discussions with parents, the board, the finance committee, and many other members of the fellowship who have contributed their time and ideas. We had two open meetings facilitated by Thea Nietfeld to air concerns and elicit suggestions about the future of the RE program.

Below are the RE committee's take-away message from these discussions and plans for how to proceed.

**FELLOWSHIP DESIDERATA FOR RE PROGRAMMING:** The fellowship has a good RE program now, with excellent teachers. However, **the fellowship would like it to increase in quality, scope, and people served.** One group of "people served" ought to include all members of the fellowship: a thriving RE program should serve the fellowship in more ways than just bringing in and retaining families. Besides meeting our obligation to the future, a thriving RE program will allow all members of the fellowship to benefit as they desire from interactions with UUFM children and youth, who themselves will contribute to wider goals of the fellowship.

**A thriving RE program will be**, among other things,

**Truly intergenerational and participatory:** Participation with the wider fellowship in a variety of settings will mean that our children come to know and trust adults in the fellowship of all ages.

Intergenerational interactions will be meaningful and truly interactive.

**Open, visible, and informative:** People will feel welcomed and encouraged to participate in the RE program. People both in and out of the fellowship will know about the program and its activities (e.g., simply what the children are learning).

**Multi-faceted:** there will be a range of RE programs that allow children and parents to interact with each other and with their teachers and the rest of the fellowship in a variety of settings, some directed towards general UUFM goals (e.g., social justice).

**PROPOSAL:** The RE program has not grown in the past three years. However, the RE committee and the board think that having the right sort of DRE is essential for us to help the RE program truly thrive. The fellowship has learned a lot about how a DRE should operate, about what we should expect from a DRE, about how to set expectations, and about what experience and qualities we want from a candidate. Below is the current proposal from the RE committee for the next year, based on these many discussions.

**DESIRED DRE QUALITIES AND FOCUS:** The DRE shall not be a mere helper or organizer of curricula and materials. Rather, the **DRE shall be a self-motivated professional** focused on the following areas:

- 1) **Communications and outreach. The DRE is the face of the RE program.** He or she should be one of the first people parents new to fellowship meet, and he or she should follow up with those parents to try to ensure their needs are being met, to keep in contact with them, and to warmly encourage them to participate. The DRE is also the face of the RE program within the fellowship. The DRE should be the person people turn to with questions about UUFM children and youth. The DRE should create clear lines of communication, should make the RE program visible within the fellowship and outside its doors, and should articulate a clear vision to others of the services the RE program provides.
- 2) **Fellowship participation, teacher recruitment, etc:** A key role of the DRE will be to develop a thriving program by *increasing interactions* between the RE children and the fellowship in general. Some of the function of the DRE will be to support the teachers and the other people who interact with the children of the RE program, as this is the foundation for other successful interaction. However, the DRE need not be the one to lay that foundation. Rather, the DRE should have responsibility for ensuring the structure is in place for volunteers to contribute to and support RE programs through their ideas, time, and presence. The DRE will find and motivate a wide range of people to work within that structure, and to do so in a wide range of roles (i.e., not just "teachers").

3) **Program development:** The DRE should both develop new programs to increase the diversity and educational and enjoyment value of RE activities and work to ensure that new and existing programs are successful. The RE committee and others have many ideas about possible programs. The DRE will work with the RE committee to determine what ones are feasible (and how to make others feasible), and will, with the RE committee, develop plans to start and grow those programs. The DRE will implement those plans with the help of fellowship volunteers (whom the DRE will organize).

**EMPLOYMENT STATUS AND HIRING PROCEDURES:** The 2011-2012 DRE will be a **0.3 time one-year term position. The position will be to establish strategies for meeting goals outlined here, develop programs and plans/structures for meeting those goals, and implement (or begin to implement) enough of them that significant positive progress is made towards those goals.**

For this initial term position, the RE committee, in consultation with the board, will initiate a search for someone with the capabilities of filling the professional roles of the DRE in a short-term capacity, with potential for continuing position. This search will be narrow and directed. A small search committee will be charged to make an **expeditious search for viable candidates already familiar with the fellowship.** The committee will invite applications and leads from people in the fellowship or otherwise familiar with the fellowship. The expectation is that a successful DRE will renew for 2012-2013, possibly under different employment conditions. However, renewed employment will depend on the DRE having demonstrated some measurable progress towards fellowship goals for a growing program.

**REPORTING AND OVERSIGHT:** an appropriate concern for those contributing to the fellowship funds will be whether the DRE is meeting our expectations and contributing to the further development of a thriving RE program in ways commensurate with his or her professional role.

**The DRE will report directly to the board.** The DRE position is not one that requires continual supervision. The RE committee and the minister will have primary responsibility for advising the DRE. The RE committee will have primary responsibility for providing the DRE direction on desired curricula and programs. The RE committee will also have primary responsibility for evaluating the DRE and will make recommendations to the board regarding personnel issues. However, input for evaluation will be sought from other parties, and the board will have ultimate responsibility for assessing the evaluation and for hiring, firing, renewing any contracts, etc. A member of the board will solicit and consolidate evaluations. **Evaluation will occur quarterly over the first contract year, TBD after that if the position is renewed.**

The fellowship will NOT require that the DRE grow numbers substantially in the next year, as (among other reasons) he or she will not have direct control over all the variables that affect UUFM membership and attendance. However, **we will require demonstrable progress** in other areas, namely RE communication with parents (both current and prospective RE participants), visibility of the RE program within the fellowship and the community, participation of the fellowship in RE, intergenerational interactions between RE children and the fellowship, diversity and quality of RE activities, and general confidence in the development of the RE program by members of the fellowship. Determinate measures *may* be employed but will not be considered necessary if all indicators are good.

**CONTACTS:** Do not hesitate to contact anyone associated with the RE program with thoughts, concerns, or suggestions. Below is a list of RE committee members. We also recognize and thank the many others who have provided helpful input.

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## **RECOMMENDATION OF THE DRE SEARCH COMMITTEE, MAY 18, 2011**

The DRE search committee is enthusiastically and without reservation recommending Cory Zeller for the DRE position. Her application stood out strikingly in comparison to other applications. As you can see from the attached cv and letter, she is very qualified, motivated, and interested in the position, and has thought carefully about the needs of the RE program and what she can contribute. While we were impressed with her qualifications on paper, we were even more impressed with her performance at her interview on Tues. She understands the need to demonstrate to the fellowship that her hire will be worthwhile, and is ready to start making small but important efforts from the beginning, such as being actively present Sunday mornings, inviting people to meet with her, regularly and visibly posting RE happenings on the bulletin board. She understands well the challenges of the position and the need to focus her efforts on communication and outreach as well as building RE programs. She seems quite ready to work with fellowship volunteers, increasing the range of people who will interact with our RE children, and to build connections with other aspects of fellowship activity (such as Sunday service programming, social, and social justice) to help enhance the RE program, and she seems very willing and able to contact first-time visitor parents and check in with parents who may not be attending regularly to extend that friendly hand to invite them back and also to find out if anything is not working for them. We talked about a wide range of other topics, and we are confident that she will make both immediate and long-range very positive contributions to the running, visibility, and reach of the RE program. We are quite sure she is the most qualified person for the position. We think the fellowship is lucky to be able to have the opportunity to hire her for this position, and each of us is excited at the prospects of having her start contributing to the RE program in official capacity.

Respectfully,

DRE Search Committee, 2011:

Scott Tanona, Kim Belanger, Laura Bonella, and Brice Hobrock

Unitarian Universalist Fellowship of Manhattan  
P.O. Box 910  
Manhattan, Kansas 66505

1819 Leavenworth Street  
Manhattan, Kansas 66502

May 6, 2011

Dear DRE Search Chair:

I am writing this letter to express my sincere interest in the Director of Religious Education position at the Unitarian Universalist Fellowship of Manhattan. I moved to Manhattan last summer with my husband, Sam. We began attending the fellowship in the fall and became members in December 2010. UUFM has proven to be a wonderful spiritual home for us. We are fulfilled by the incredible community, enriching and intellectually stimulating environment, and humanitarian aims. We feel we have already gained so much from the fellowship and are actively searching for ways to give back. Thus, when the DRE position opened in the winter, I immediately began inquiring about it. The position greatly inspires me and would allow me to give to the fellowship in a way that is very natural to me given my educational background, previous experiences, and skills.

The Director of Religious Education position excites me for three main reasons. First: the opportunity to make the religious education program as strong as it can be. The curriculum is already thoughtful, but with increased organization and coordination, it can be even better. The lessons in Unitarian Universalist principles, its Judeo-Christian background, and its consideration of world religions have so much potential for knowledge and value impartment. We need to assure that each lesson is as great as it can be. We also need to increase extra-curricular programming so that our children can learn and grow in new and varied ways. Second: the ability to increase communication with and involvement of the fellowship. There is such strong partnership potential there to be realized. Elucidating what the children are doing in the Religious Education program will enhance the fellowship, and both adults and children will benefit from more opportunities to work and play together. Third (and this one may be a bit lofty): the ability to affect Manhattan at large. The Unitarian Universalist principles and values are so important. They are at the core of a just and humanitarian world. With a strong program and fellowship support we can increase membership, and with increased membership we can have greater potential to make a difference in more lives in Manhattan.

As my CV will indicate, I have the necessary educational background, experiences, and skills to accomplish the goals of the DRE position. I have a Master's degree in curriculum development and recently led an English department through the process of coordinating, refining and developing their high school curricula. I have taught all age groups, a variety of courses, and in numerous educational settings. Of particular note for this position are my leadership experiences with America Reads, my experiences teaching World

Literature (involving Hindu, Christian, Jewish, and Buddhist texts) and Theory of Knowledge (a course asks students to question how we know what we know), and my experiences as a theatre director, Forensics coach, and student advisor. I am also outgoing, personable, and very organized – all qualities mentioned as being desirable for the DRE at one of the town hall meetings. My life as an educator makes me incredibly well suited for the demands and unique challenges of the DRE position.

I am inspired each week by the UUFM and hope to become a part of that inspiration for others. If you have any additional questions for me, please contact me at [zeller\\_cory@yahoo.com](mailto:zeller_cory@yahoo.com) or 785-320-2467.

Sincerely,

*Cory Zeller*

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## Cory Radcliffe Zeller

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### EDUCATION

2003-2005	<b>University of Michigan</b> M.A. Curriculum Development Certification Secondary English and Psychology	Ann Arbor, MI
1996-2000	<b>University of Pennsylvania</b> B.A. English, Psychology Minor	Philadelphia, PA
	<b>King's College – London</b> Literature and Theatre, Fall Semester (1999)	London, England
1992-1996	<b>Phillips Exeter Academy</b>	Exeter, NH

### HONORS & AWARDS

2010	Elected Speaker at Senior Luncheon, Latin School of Chicago
2009	Elected Speaker at Upper School Class Day, Latin School of Chicago
2000	Magna Cum Laude, University of Pennsylvania
1999-present	Friars Senior Honor Society, University of Pennsylvania
1996-2000	Dean's List, University of Pennsylvania

### PROFESSIONAL EXPERIENCE

#### University

2003-2004 **Instructor, Department of English**  
**University of Michigan, Ann Arbor, MI**

#### Subjects Taught

- Pre-1660 English Literature (e.g., Beowulf, Canterbury Tales, Piers Plowman, and King Lear)

#### Student Advisement

- Worked with students multiple times a week to workshop essays, answer questions, and help students prepare for course exams

2003-2004 **Team Leader and Coordinator, America Reads Tutoring Corps**  
**University of Michigan, Ann Arbor, MI**

#### Supervision and Mentorship

- Worked with University of Michigan student tutors in Detroit and Ypsilanti, MI public schools
- Visited the schools once a week and observed tutor instruction
- Provided guidance in preparation of class materials
- Met with school liaisons to coordinate tutor activities and establish and maintain mutual understanding and cooperation
- Provided tutors with written and oral evaluations and advisement
- Organized tutor trainings each month
- Facilitated meetings with tutors from each site once a month

#### Service

- Volunteer leader, America Reads Book Club

#### Professional Development

- Selected Member of the Graduate Women's Leadership Program

**Secondary**

2007-2010

**Faculty, Upper School English and History  
Latin School of Chicago, Chicago, IL**

Subjects Taught

- AP Psychology (seniors)
- Great World Novels (juniors and seniors)
- Writer as Documentarian (juniors and seniors)
- Monster Literature (juniors and seniors)
- English 10 (sophomores)
- Independent Studies in English and Psychology

Student Advisement

- Lead student advisory group discussions three times a week to problem solve and facilitate teamwork
- Meet with students individually to mentor academic and personal concerns
- Meet with students to provide extra help in writing, analysis, and preparation for the SAT

Service and Leadership

Committees:

- Honor Code Committee, *Chair and Founder*
- Curriculum Mapping Committee, *Member, English department chair*
- Advisory Committee, *Member of Advisory Handbook revision*
- Long Block Committee, *Member, English department representative*
- Student Academic Board, *Faculty member*

Student Extracurricular Activities:

- Latin Alliance of Women (LAW), *Faculty sponsor*
- *When In Rome*, news and humor publication, *Faculty sponsor*
- Literary Book Club, *Faculty sponsor*
- Model UN, *Faculty sponsor*
- Project Week, Senior Alternative Educational Experience, *Faculty sponsor*
  - *Winter Hiking & Camping* (2008)
  - *Cultural Exchange in Jordan* (2009)
  - *Lunch Impossible*, Basic culinary skills and preparation of lunch for 125 in a homeless shelter in Chicago (2010)
- Faculty-Student Chorale, *Faculty member*

Professional Development

- Honor Council Conference sponsored by the Center for Spiritual and Ethical Education - Oakton, VA, 2010
- Advanced Placement Psychology Conference, Northwestern University - Evanston, IL, 2007

2005-2007

**Faculty, Language and Arts, International Baccalaureate Diploma Program  
Director, Theatre and Forensics  
International Academy, Bloomfield Hills, MI**

Subjects Taught

- Theory of Knowledge (juniors)
- American Literature (sophomores)
- World Literature (freshmen)

Theatre and Forensics Direction and Programming

- Directed one major production a year (*Our Town*, '05; *The Miser*, '06)
- Supervised the student-directed One Acts
- Directed the *International Fine Arts Festival* musical and theatrical acts
- Organized *Comedy Night*
- Provided technical assistance to all performances at the school
- Coached the team for participation in twelve Interscholastic Forensics public address and dramatic interpretation events

Student Advisement

- Advised students throughout development and writing of a 4000 word *Extended Essay* for their International Baccalaureate diploma
- Met with students for extra help in writing, analysis, and preparation for the SAT

Service and Leadership

Committees:

- International Fine Arts Committee, *Co-chair*
- Assembly Committee, *Co-chair*
- Curriculum Development, School Improvement Committee, *Member*
- Social Committee, *Member*

Student Extracurricular Activities:

- Drama Club, *Faculty sponsor*
- Forensics Club, *Faculty sponsor*
- Cooking Club, *Faculty sponsor*
- Jewish Student Association, *Faculty sponsor*
- Interscholastic Forensics, *Judge and host of competition*
- Enrichments, *Faculty sponsor*
  - *Hiking & Camping in Virginia* (2006)
  - *Arts and Architecture in Chicago* (2007)

Professional Development

- International Baccalaureate and Middle Years Program Development, International Academy Central – Bloomfield Hills, MI; Toronto, Canada; and St. Petersburg, FL, 2005-2007
- Certified Judge, Interscholastic Forensics Team speech and debate– Bloomfield Hills, 2006-2007

2005

***Student Instructor, English and Psychology***  
**Churchill High School, Livonia, MI**

Subjects Taught

- Psychology (juniors and seniors)
- English (freshmen)

Student Advisement

- Assisted with the tenth and eleventh grade student councils and all of their sponsored events

Professional Development

- Attended seminars bi-weekly on topics such as classroom management, assessment, lesson preparation, and multiple intelligences

2004

***Pre-Service Teacher***  
**Northville High School, Northville, MI**

Subjects Taught

- Transcendentalism (essays and poetry of Emerson and Thoreau)

Professional Development

- Classroom observation and writing instruction

2004

***Instructor***  
**Columbus School for Girls, Summer Program, Columbus, OH**

Subjects Taught

- SAT Verbal Preparation for both the 2004 and 2005 versions of the test
- Mechanics of Writing
- Word Processing

**Primary**

2001-2003

***Teaching Intern, third and fourth grades***  
**The Town School for Boys, San Francisco, CA**

Subjects Taught

- Units in Reading, Language Arts, Social Studies, Math, Science, Cursive and Technology

Student Advisement

- Tutored students in English and Social Studies

Service and Leadership

Committees:

- Curriculum Development, *member*

Student Extracurricular Activities:

- Instructed eighth grade students in interview skills
- Coached sixth grade soccer team
- Directed the student talent show

Professional Development

- Innovative lesson plans, classroom discipline, teaching and writing - San Francisco, Oakland, Berkeley, CA, 2001-2003
- Bay Area Writing Workshop, series on poetry, Berkeley, 2002

2002

***Instructor***  
**The Town School for Boys, Summer Program, San Francisco, CA**

Subjects Taught

- Creative writing
- PSAT preparation
- Drama sports (created class)

1999

***Leader and Coordinator***  
**America Reads, Columbus, OH**

Lead Tutoring

- Served as the leader of five other tutors at my assigned site
- Organized tutor planning sessions
- Coordinated parent meetings
- Met with the supervisor to discuss student progress
- Tutored groups of kindergarten through third grade students
- Taught basic reading and writing skills

Professional Development

- Attended statewide AmeriCorps conferences to discuss current education issues

1998

***Tutor***  
**America Reads, Columbus, OH**

Tutoring

- Worked with groups of kindergarten through third grade students
- Taught basic reading and writing skills
- Invented and coordinated themes
- Administered skills-assessment tests

Professional Development

- Attended statewide AmeriCorps conferences to discuss current education issues

**RELATED EXPERIENCES**

1996-2000

**University of Pennsylvania, Philadelphia, PA**

Service

- University City High School  
Theatre Teacher/Mentor
- Philadelphia Elementary Inner-City School League  
Soccer Coach

Theatre

- Bloomers (an all-female musical comedy group that writes and performs its own material)  
Director and Performer

**Other**

2003-present

Phillips Exeter Academy – Exeter, NH  
Off-campus Interviewer

2005

The Improv Olympic – Chicago, IL  
Improvisation Student

## REFERENCES

### Professional

- Ted Graf                      Head of the Latin School of Chicago Upper School  
59 W. North Blvd. Chicago, IL 312-582-6000  
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- Kirk Greer                    Head of the History Department at the Latin School  
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- Jeff Windus                 Head of the English Department at the Latin School  
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- Lynne Gibson                Principal of International Academy  
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- Darrin Woods                Head of the English Department at International Academy  
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- Anne Ayers                 Director of the New Teacher Institute at the Town School for Boys  
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### Academic

- Dr. Robert Bain             Advisor; Social Studies Education Professor at the University of Michigan  
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- Dr. Lesley Rex              English Education Professor at the University of Michigan  
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