



Williams Center at Mt. Greylock Initiatives 2016 - '17 Middle & High School Outreach

Program Director: Kaatje White

MG Fellows Program Coordinator: Jessica Dils

<http://sites.williams.edu/center-at-greylock/>

Background WC@MG

The Williams Center (WC) at Mt. Greylock's original vision in 2008—"to maximize the academic value the College can provide the school"—continues to serve as the broad principal focus as we build and expand upon the rich educational connections that now exist between the two institutions. The *Williams College Fund for Mt. Greylock* supports key areas of professional development and technology. These initiatives reinforce the school's commitment to teaching, learning and innovation as we move towards the opening of our new school building in the Spring of 2018.

Many of WC@MG programs are now firmly established, and faculty and students have come to welcome these collaborations and value the presence of Williams students both in school and as leaders of co-curricular activities. This spring, however, due to the unresolved teacher union contract at MG, various portions of our programming were either eliminated or put on hold due to contract restrictions. This was difficult, especially for the Writing Fellows program that depends on a strong partnership with host MG teachers. Now that the contract has reached a resolution, we anticipate a return to regular and enthusiastic participation by MG teachers in the fall. Another challenge came in the form of multiple snow days resulting in many cancellations (including **MathBlast**) and the complexity of rescheduling planned activities. The ongoing school building construction project further challenged WC programming; however, the MG staff showed their resilience and flexibility and were eager to help by reshuffling schedules and repurposing spaces within the building in order to take advantage of our many offerings.

Of Note This Year -

During the 2016 - '17 academic year **more than 100 Williams students** participated in some form of activity with Mt. Greylock students. ([Appendix A](#)) These engagements ranged from paid Fellowships in the areas of after-school tutoring, special group enrichment, writing, science, language (Spanish and Chinese), music lessons and academic student support. **GreylockTalks** for high schoolers and **MG Storytime** for 7th-9th graders

were further institutionalized with clearly articulated guidelines and a solid filming partnership with WillNet Community Television.

A group of five Williams Computer Science (CS) students (an outgrowth of the **iTeam** in the North Adams public schools) submitted and successfully received a Google grant of \$5200 to pilot an after-school coding club at Mt Greylock dubbed **Lit.io (Leaders in Technology)**. This club ran after school and on Sundays for five weeks this spring. The leaders hope to continue the club next year, and their valuable feedback will be a springboard for the first ever CS class to be taught at MG in the fall. [\(Appendix F\)](#). Two proposals have now been submitted to Mass tech. conferences: MassCue and ASCD. If accepted, students from iTeam, Lit.io, Jeannie Albrecht (Williams CS Dept.), Eileen Belastock (MG Dir. of Academic Technology), Molly Polk or Kaatje White will present a panel discussion on their projects in the schools.

A new collaboration is emerging with the advanced **Spanish** classes and Williams Spanish TAs (this year from Argentina, Spain and Puerto Rico) and Williams student native speakers. Activities this year included visits to campus for language immersion and visits to the MG classroom for conversation. In addition, one Williams student Fellow taught beginning Spanish twice weekly at MG, and one other student helped middle school with basic vocabulary.

In response to the school cancellation of the 8th grade Gettysburg trip, **new connections** were forged with MG 8th graders including: the 8th grade debates hosted by Williams in Griffin 3 in December and an afternoon of fun in the field house, and **ArtsBlast** in April, a day of hands-on art experience taught by Williams students. **25 Williams students and 1 Williams staff member participated in AB.** [\(Appendix K\)](#) This June, Sue Strizzi and Prof. Martha Marvin and Jay Racela at Williams (and the Envirothon group) will work together on a water quality, ecology lab on the MG campus.

Williams student leadership in the area of co-curriculars continued to expand this year. Increasingly we are seeing Williams students who are able and willing to run programs with guidance and coaching from the WC@MG staff. These programs include; the **after-school writing group, Tuesday evening tutoring, Envirothon, Model UN, Lit.io, KineticTeach** and **LEAP**. The student energy is fantastic, and we will continue supporting these emerging community leaders. Next year we might consider a “Fellows Gathering” focused on program development and leadership skills. [\(Appendix F\)](#)

In addition, **roughly 43 Williams faculty and staff** [\(Appendix B\)](#) engaged in numerous ways, extending from participating in class visits and field studies to serving as college essay coaches. [\(Appendix E\)](#) Fifteen Mt. Greylock faculty members served as mentors for Williams Fellows, both in the classroom and as after school enrichment group advisors. [\(Appendix C\)](#)

Fellows Program Evaluation: In addition to our individual meetings with Fellows and their supervisors, we sent out a simple online survey for further feedback. In general, the responses from the surveys and individual conversations were consistent and similar to the responses from last year's evaluations. Of the 15 who completed the online survey most students responded very favorably about the programs. For the most part, the after-school homework fellows were helping with all types of homework and study skills and enjoyed getting to know a variety of students and learning styles. Similar to last year, students asked for more material to help them with the reluctant learner; some were also interested in having more interaction with the classroom teachers about specific student cases and teaching in general. We have posted teaching materials online for students to access, and we will reach out to teachers for other recommendations. Additional meeting with teachers can be challenging. Our "teacher feature" Fellows gatherings are designed to encourage this type of interaction with school educators. Turn out for these events is generally very low. We will continue to look for ways to connect Fellows with teachers and to further conversations about teaching and learning.

<https://www.surveymonkey.com/r/MYDXDCD>

Teacher Placement to Celebrate:

Of note this year is Marissa Shapiro's commitment and continued work in the field of education. Marissa has worked in Rebecca Tucker-Smith's English classroom (sophomore year) and has co-led the after school writing groups (sophomore/junior years) and will continue to do so in the fall of 2017. Last summer, Marissa worked for Generation Teach in Boston and this summer she has landed a position at the Uncommon School in Brooklyn. Her Writing Group co-leaders/peers point to Marissa's talent as "the teacher in the group." Jessica has offered her a more comprehensive "student teaching" Fellow position for her senior year, and she has eagerly accepted this opportunity (and will likely work in Liza Barrett's classroom in the fall). Marissa is interested in ultimately teaching history/social studies and speaks already of the "never-ending opportunity" and challenges that teaching and curriculum development will offer her. It is wonderful to support the energy and career goals of Williams Fellows like Marissa who discover their path and their passion through our program.

Transportation:

This year marked a significant improvement in our overall transportation system. Instead of hiring and depending on Williams student drivers, we hired an experienced local driver, Beth Johnson, to drive most runs to and from Mt. Greylock unless a student chose to drive on his/her own. While this was more expensive, it was a major improvement in terms of reliability and safety. Next year we will further refine the system, working perhaps with a slightly larger pool of professional drivers.

Ongoing WC Initiatives -

Williams Fellows Program (WFP):

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

- Nearly 300 Mt. Greylock students benefitted from the WFP.
- 42 Williams Fellows served as writing coaches, mentors and subject-specific assistants in 20 middle and high school classrooms including 12 English classrooms, 4 academic support classrooms, 3 language classrooms and one music classroom. On average 25 MG 7th - 9th graders benefitted from the after-school assistance of our Homework Fellows on a weekly basis.
- Our after-school writing program led by six Williams Fellows (three in the fall and four in the spring) continued this year and met weekly with two separate groups (middle school and high school). While writing remains the focus, the groups continue to serve a broader purpose for these students who find acceptance, consistency and camaraderie amongst each other with the thoughtful guidance and mentorship of our Williams leaders. Four rising seniors all plan to return in the fall to continue leading our groups; we are thrilled with their energy, creativity and leadership skills and the overall organization and quality of the experience. They meet weekly as a team on campus to prepare for the upcoming sessions, planning their curriculum and communicating those plans to both Liza Barrett (MG faculty advisor) and Jessica Dils. The autonomy and ownership by the Williams leaders of this vibrant program has been the key to its success and consistency. They continue to try to strike the right balance, keeping fun & playfulness at the center of their afternoon sessions, with the additional hope of encouraging students to seek real feedback on longer pieces of writing. They would love to inspire the students to create a group publication; the leaders have just recently shifted toward concentrated computer work (rather than solely hand-written projects) which has allowed for more focused individual work. The opportunity for writing-related after school field study trips to Williams or other local museum spaces continues.
[\(Appendix F\).](#)
- The Williams Fellows’ sub-categories included this year: Writing, Student Support, Language, Science, Music and Homework Fellows. [\(Appendix M\)](#)
- Our Williams Fellows “Captain,” Jeffrey Rubel (class of ‘17), served once again as a peer mentor amongst the Fellows. This year, he helped organize three Fellows Gatherings. The first in November featured Michael O’Connor, the Career Center’s Education liaison, who spoke about different summer and career opportunities in the field of education. In February, we hosted our Fellows for an informal gathering at Kaatje’s house (including an evening meal); students shared informal

conversation about their various experiences from their classrooms and after-school outreach at MG. Finally, a “Teacher Feature” in April with MG principal, Mary MacDonald, brought six of our Fellows to hear Mary’s perspective on her unique career path and the strengths and skills she gained from her corporate experience before landing in the field of education as both a teacher and administrator: “From Finance to Education.” Feedback from all of these events was both appreciative and positive. We are thrilled that Darla Torres, a three-year veteran Fellow, will serve as our senior “Captain” next year.

Other Curricular Connections:

The center continues to facilitate and encourage curricular connections and opportunities between academic departments at Williams and MG. Once again, both **MathBlast** and **ScienceBlast** were offered. Sadly, due to a snow day, **MathBlast** was cancelled. **Nine Math/Stats** faculty graciously created curriculum for the day ([Appendix J](#)). In early May, **ScienceBlast** was a success for the MG 11th graders. **Seven Williams faculty/staff** offered workshops and **8 Williams students** participated as TAs and panelists.

<https://www.surveymonkey.com/r/MBWWGKM> ([Appendix I](#))

EphsOutLoud musicians visited MG again during Williams Winter Study to help prepare high school students for their winter concert; a handful of Williams students offered private music lessons to MG students.

GreylockTalks continues to expand as a MG student-run speaker series organized in partnership with The WC. This year’s talks offered a wide variety of topics ranging from the Presidential elections, to mass extinctions, to vampire bats, to race and gender politics, to career counseling, to self empowerment. They featured: Professors Justin Crowe, Phoebe Cohen, Julie Greenwood, Rhon Manigault-Bryant, Don Kjelleren and Samantha Livingstone.

A group of **5 Williams students** taking Sarah Gardner’s **Envi Planning 302** designed and presented an outdoor classroom concept as part of the new school building project. These students met in focus groups with MG students, faculty and staff as part of their design process and then presented final drawings and concepts to the school community.

Abby Conyers, Assistant Director for Admissions, spent a day with all 11th graders in Rebecca Tucker-Smith’s English classes **teaching the college essay**. Rebecca notes, “Abby spoke to all my classes today and was absolutely wonderful. We collaborated ahead of time to construct a lesson that would fit in well with the college essay unit I am doing with my students, and she was organized, thoughtful, extremely generous with her time, and she did a great job with the kids today. She was direct and adapted beautifully to all the different levels of students.”

Field Studies Highlights:

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

- *Workshops held in collaboration with the '62 Center*, wherein internationally acclaimed guest performers visit the school as part of their residencies at the college, and students attend Center Series events at the college free of charge. This year MG students participated in workshops with *Chen Dancers and the NYC Ballet*.
- *ScienceBlast* - a morning of out-of-the box, hands-on science workshops at Williams for all 11th grade students. Workshops were led by seven Williams math and statistics faculty. ([Appendix I](#))
- *ArtsBlast*- a morning of art and performance making with Williams student instructors and an afternoon of games with the Williams Outing Club. ([Appendix K](#))
- *Engineering and Drafting*. Dan Louis' class toured the Zilkha Center and learned about the energy saving measures and designs.
- *Topics in Neuroscience*. Professor Noah Sandstrom visited AP Psychology.
- *GreylockTalks*: a collaboration between the Williams Center and the MG student council. This year MG hosted Williams faculty Justin Crowe, “The Fraying of the Republican Party”; Don Kjelleren, Williams career counseling; Julie Greenwood, epidemiology; Phoebe Cohen, “Mass Extinctions”; Rhon Manigault-Bryant, “A Time for Radical Love; Reflections on Race, Gender and Difference”; Samantha Livingstone, Olympic gold medalist.
<http://willinet.org/content/greylock-talks-stay-your-lane-samantha-livingstone>
<https://player.vimeo.com/video/196648367>
<https://vimeo.com/209612832>
<https://vimeo.com/184726241>
<https://vimeo.com/199883674>
- *StoryTime @ MG* - This year we had the pleasure of hosting four Williams StoryTime storytellers in the library for 7th - 9th grade audiences. In November, Ann Johnston (Class of '19) shared her adventures as a full-fledged firefighter: “Learning to Run In, Not Out.” In December, Melanie Subbiah (Class of '17, Valedictorian) described her summer internship working at Facebook for Mark Zuckerberg: “Internship for Facebook.” In March, we heard from Eli Cytrynbaum (Class of '20) who shared: “My Decision to Be a Net Asset to the World By Making the People Around Me Happier.” Finally in May, Gabby Markel (Class of '17) gave the full account of her literal run-in with a grizzly bear in her hometown: “Alaskan Animals 101.” These diverse and unique perspectives and stories continue to broaden the virtual life experiences of the 13 - 15-year-olds at Mt. Greylock in an inviting and accessible way. The buzz is always lively as they settle in to listen, and the questions fielded by our Williams guests are filled with curiosity and thoughtfulness. We hope to bring 4 - 6 new StoryTellers to MG next year; our collaboration with Williams' StoryBoard on campus continues to be a

fruitful and positive collaboration. Links to StoryTime videos on WilliNet can be accessed here:

<http://willinet.org/content/mgrhs-presents-greylock-storytime-anne-johnston-0>,
<http://willinet.org/content/mgrhs-presents-greylock-storytime-melanie-subbiah>,
<http://willinet.org/content/mgrhs-presents-greylock-storytime-eli-cytrynbaum-0>,
<http://willinet.org/content/mgrhs-presents-greylock-storytime-gabby-markel-0>.

- *Spanish Immersion*. AP Spanish students visited Williams for a morning of conversation and games with Spanish TAs and Williams students.
- *College Essay workshops* for 11th graders with Abby Conyers from the Williams admission office.
- *8th grade Constitutional debates* held at Williams.
- *8th grade three-day water study ecology lab* with Martha Marvin and other community scientists.
- Topics in AP Physics: Tiku Majumder and Swati Singh, Interferometry; Adam Falk, quantum mechanics and more: Jay Pasachoff, the upcoming solar eclipse.

Co-Curriculars:

The WC@MG continues to infuse a positive energy, particularly through our extensive support of Williams leaders in new and expanded enrichment programming. **This year over 47 Williams students have led or participated in these programs.** These special groups serve to build community, provide needed academic support and ignite passions, particularly amongst middle/high school students whose needs might not be met by way of the more traditional extracurricular offerings in the confines of the classroom. These additional opportunities provide Williams students with exceptional leadership and program development experiences. We have been inspired this year to support these “student-to-student” relationships and will continue to build upon this positive trend going forward. [\(Appendix F\)](#)

- a.) Afterschool Homework Help (15 Williams students)
- b) Afterschool drop in and play (2 students)
- c) GreylockOutdoors (2 students)
- d) Middle and High School after school writing groups (6 students)
- e) Envirothon (1 student)
- f) Leaders in Technology-Lit.io (5 students)
- g) EphsOutLoud (7 students)
- h) StoryTime @ MG (3 students)
- i) Tuesday evening tutoring @ Williams (4 students)
- j.) Model UN (2 students)

Academic and College Application Support: See [Appendix D](#) & [Appendix E](#)

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

- **Homework Fellows.** Each week, an average of 25 Greylock students in grades 7-9 received free homework support and mentoring from 20 Williams tutors in all academic subjects. These students are paid as part of their work-study job or through WCMG. One school-based coordinator, Marty Walters, is paid to oversee this program. Read Marty's wonderful reflections in the attached. [\(Appendix D\)](#)
- **Free Tuesday evening tutoring at Williams for high school students.** Roughly four Williams volunteer tutors provide homework support with the same number of Greylock students each week. Each year, two Williams students are paid to coordinate this program. Tutoring occurs in all subjects. This year there was an increased demand for AP and SAT help at the end of the semester, but overall attendance decreased significantly for this program. Next year we hope to offer this extra help on Sundays which may be more convenient. [\(Appendix F\)](#)
- **Fee-based private tutoring options at Williams.** The Center maintains a list of private Williams tutors and makes it available to interested Greylock students. [\(Appendix N\)](#)
- **College essay writing program.** Five volunteer Williams and community members served as college essay coaches in an online capacity; three of these coaches were utilized, providing one-on-one feedback to 25 MG seniors on their college essays. [\(Appendix E\)](#)
- Betsy Hobson and her colleagues in the Williams Office of Financial Aid (along with representatives from Bennington College and MCLA) offer a **free financial aid workshop** for guidance counselors and a presentation to parents and students. These sessions are typically offered in December as families prepare to complete the FAFSA and CSS profiles.

Other programming:

Classes at Williams - This year, 18 MG students took classes at Williams for academic credit and 6 MG students participated in independent studies with Williams faculty and staff advisors. [\(Appendix G\)](#)

[Classes at Williams](#)

New ideas and Needs for 2017-'18:

New ideas and old partnerships are underway for next year.

Spanish Conversation Fellows: Building on the successful pilots this year between the Spanish department and MG Spanish, we hope to expand the Spanish conversation Fellows program. Ideas include meetups with Williams native speakers, field trips to campus for activities and the Spanish lunch table, and visits from foreign students who can bring culture and politics into the classroom.

MathBlast revamp: In response to the numerous demands on the Williams math/stats department, we have decided to spread MB out over the course of the school year. MG will host professors in various classrooms; in 2019 the Williams math department hopes to offer a MathBlast Winter Study course taught by Williams students.

EphsOutLoud revamp: We continue to work with the Williams music department to develop the most effective model for free music lessons taught by Williams music students. Next year Williams student, Natalie Newton '20, has been assigned to help further refine these matches and to create a clear set of guidelines for engagement with the MG music department.

Tech conferences (MassCue and ASCD): Molly Polk and Eileen Belastock (MG) submitted proposals to present iTeam and lit.io at these conferences. If accepted we hope to take Williams students and representatives from the Williams CS department to participate in the panel/workshop.

KineticTeach: This spring, the WC worked with a group of students to design a summer course for middle and high schoolers modelled on a Williams sociology class taught by Christina Simko. The Center helped with extensive editing, program development coaching and promotion. The course entitled "Political Storytelling and the Media", will run for 4-5 weeks this summer if there is sufficient enrollment (6+ students).

[\(Appendix O\)](#)

2017 Summer tech symposium with local educators:

The Williams Center, in collaboration with MGRSD and NAPS (North Adams Public Schools) will run a summer tech symposium this summer designed to build community and share expertise amongst local educators. The pilot program will take place on August 24 at Williams and will be open to all Northern Berkshire educators. Workshops will be taught by area educator volunteers. More info. to follow as program is developed.

Other Middle/High School Education Outreach:

Buxton School:

Buxton school (Frank Jackson) reached out to the WC this spring for assistance in developing a civic engagement program with the help of Williams students. To that end, Williams student Hattie Shapiro '18 visited Buxton a few times this spring to meet with students and determine their interests and possible collaborations. These opportunities may be further explored next year. [\(Appendix P\)](#)

KineticLeap@Drury HS [\(Appendix Q\)](#)

Pine Cobble: [\(Appendix R\)](#)

The Williams Center at MG also hosted the January meeting of county guidance counselors at Williams. 20 or so area counselors met for their bi-annual meeting. Kinetic and Questbridge presented to the group.

Appendix A

Williams Students Engaged in MG Middle & High School Outreach 2016 - '17

107 Total # Students

42 Total # Fellows

- **Afterschool Homework (HF)**
- **Envirothon (ENV)**
- **Ephs Out Loud (EOL)**
- **Model UN (MUN)**
- **GreylockOutdoors (OUT)**
- **Pine Cobble (PC)**
- **Student Support Fellow (SSF)**
- **Science Blast (SB)**
- **StoryTime (ST)**
- **Tuesday Evening Tutoring (TT)**
- **Writing Fellow (WF)**
- **Language Fellow (LF)**
- **Leaders in Technology (LIT)**
- **Sankofa (SAN)**
- **Kinetic (KIN)**
- **Arts Blast (AB)**

Philemon Abel '19 (HF)
Alberta (Betty) Annan-Noonoo
'18 (AB)
Hannah Benson '17 (AB)
Mollie Bernstein '18 (PC)
Leonard Bopp '19 (EOL)
Kaitlyn Braband '19 (KIN)
Jazmin Bramble '20 (AB)
Benjamin Bui '19 (KIN)
Nicolle Cabral '19 (HF)

Adam Calogeras '18 (HF)
Minwei Cao '17 (AB)
Cordelia Chan '19 (HF)
Elim Cho '17 (SSF)
Silye Christoffersen '17 (AB)
Kevin Coakley '20 (TT)
*Ellen Coombe '17 (SSF)
Sarah Cooperman '17 (AB)
Marccone Correia '19 (KIN)
Eli Cytrynbaum '20 (ST)

Akhil Dayal '20 (KIN)
Anna Deloi '18 (AB)
Quan Do '19 (LIT)
Hussain Fareed Bukhari '18 (SB)
Tony Fitzgerald '18 (WF)
Grace Flaherty '17 (WF, SSF)
Derek Galvin '18 (KIN)
Julie (Haomiao) Geng '19 (KIN)
Judy Gitahi '20
Nick Goldrosen '20 (OUT)
Hannah Goldstein '20 (PC)
Richard Gonzalez '20 (AB)
Diego Gonzalez '18 (LIT)
Hannah Goodrick '18 (EOL)
Ron Govin '17 (AB)
Matthew Goss '17 (AB)
Janelle Gowgiel '20 (HF)
Hannah Gruendemann '20 (EOL)
Miaoru Guan '17 (SB, HF, TT, KIN)
Glen Gulik '18 (AB)
Jacques Guyot '17 (AB)
Conrad Harron '17 (HF, AB)
Mia Herring-Sampong '20 (HF)
Brook Horowitch '20 (TT)
Ben Incera '18 (KIN)
Anne Johnston '19 (HF)
Louisa Kania '19 (WF)
Juliet Kelso '18 (WF)
Erin Kennedy '19 (AB)
Sophie Kitchen '17 (HF)
Nathan Leach '17 (AB)
Audrey Lee '20 (MUN)
Dong Joo (DJ) Lee '20 (AB)
Katelyn Long '19 (PC)
Alan Louis '20 (WF)
Eleanor Lustig '18 (PC, WF)
Evelyn Mahon '18 (WF, AB)
Krushi Maisuria '19 (KIN)
Gabby Markel '17 (ST)
Maryann Masibo '19 (HF)
Abigail Matthews '18 (HF)
Lauren McCall '17 (SB)
Nate Munson-Palumbo '20 (LF)
Eric Muscosky '18 (WF)
Natalie Newton '20 (EOL)
Nam Nguyen '19 (LIT)
Noah Nsangou '20 (HF)
Cynthia Okoye '18 (HF)
Anjali Pai '19 (LIT)
Kurt Pfrommer '18 (EOL)
Elizabeth Poulos '19 (KIN)
Julia Randall '19 (EOL)
Arielle Rawlings '18 (WF)
Alia Richardson '19 (HF)
Emma Robinson '18 (KIN)
Ryan Roehls '18 (HF)
*Jeffrey Rubel '17 (SF, ENV, SB)
Elizabeth Sachsse '18 (WF)
Divya Sampath '18 (HF)
Sabrina Sanchez '20 (HF)
Jake Savoca '18 (KIN)
Hattie Schapiro '18 (HF)
Marissa Shapiro '18 (WF)
Meghan Siedman '20 (HF)
Troy Sipperelle '17 (AB)
Abigail Soloway '18 (EOL)
Valeria Sosa Garcia '19 (PC,SSF)
Melanie Subbiah '17 (AB, ST)
Margaret Sutton '18 (PC)
Kerry Swartz '19 (HF)
Katie Swoap '17 (AB)
Adley Tempelton '20 (TT)
Tiffany Tien '20 (LIT)
Darla Torres '18 (SSF, HF, LF, MUN)

Annika Trapness '17 (AB)
Yitong Tseo '17 (AB, EOL)
Nicolle Vittini Cabral '19 (AB)
Prem Wadhvani '19 (KIN)
Conrad Wahl '20 (KIN)
Caroline Weinberg '19 (HF)
Wendy Wiberg '17 (AB)
Daniel Wong '17 (HF, TT)

Jamie Wu '18 (WF)
Susan Wu '17 (LF)
Tyra Wynn '19 (OUT)
Oliver Yang '20 (HF)
Ben Young '18 (SAN, AB)
Daniel Yu '20 (KIN)
Adam Zoen '19 (HF)

Appendix B

In-Kind Collaborations with Williams faculty and departments (43)

Steve Sousa - ScienceBlast
Brent Heeringa - ScienceBlast
Jose Constantine - ScienceBlast
Alex Apostos - ScienceBlast
Martha Marvin - ScienceBlast
Tiku Majumder - ScienceBlast, MG physics
Matt Carter - ScienceBlast
Paul Heggeseth - ScienceBlast
Jay Racela - Science-8th grade-environmental studies
Adam Falk - AP Physics
Jay Pasachoff - AP Physics
Postyn Smith - Zilkha Field Trip
Tamra Hjermstad - ArtsBlast
Justin Crowe - GreylockTalks
Phoebe Cohen - GreylockTalks
Julie Greenwood - GreylockTalks
Rhon Manigault-Bryant - GreylockTalks
Don Kjelleren - GreylockTalks
Noah Sandstrom - AP Psychology
Jeannie Albrecht - Computer Science, Lit.io
Abby Conyers - Admissions. 11th grade college essay workshop
Kevin Thomas - HR. Time management workshop
Leah Gold - Health services, peer survey
Sarah Gardner - Envi planning field study
Randy Fippinger - '62 Center workshops
Willa Simon - '62 Center workshops
Nate Wiessner - '62 Center, MG Musical and ArtsBlast support
Marjorie Hirsch - Ephys Out Loud
Drew Jones - Ecology field trip planning
Cory Colbert -MathBlast (MB cancelled due to weather, but prep work done)
Lori Pedersen - MathBlast
Alejandro Sarria - MathBlast
Mihai Stoiciu - MathBlast
Ralph Morrison - MathBlast
Steve Miller - MathBlast
Susan Loepp - MathBlast
Diana Davis - MathBlast
Colin Adams - MathBlast
Jeannie Albrecht - Computer Science
Pia Maria Maita - Spanish TA, AP Spanish
Manuel Cano - Spanish TA, AP Spanish
Rosa O'Connor - Spanish TA, AP Spanish
Kevin Thomas - 12th grade Wellness

Appendix C
Mt. Greylock Faculty serving as Williams Fellows Mentors
2016 - '17:

Liza Barrett (7th – 12th grade after school writing groups) (# MG students 21)

Sharyn Dupee (8th grade English/FALL only) (35)

Blair Dils (high school English) (60)

Matt Fisher (high school English/FALL only) (30)

Ouisa Fohrhaltz (middle/high school music) (15)

Kellie Houle (high school English/FALL only) (30)

Amy Kirby (AP Spanish) (9)

Rachel Slocik (Academic Support, grades 9 & 10) (15)

Rebecca Tucker-Smith (high school English/FALL only) (10)

Shannon Vigeant (Spanish projects) (15-20)

Marty Walters (After School Homework Fellows advisor) (15-20)

Eileen Belastock (Technology, Lit.io advisor) (12)

Amy Turner (Beginning Spanish/Fall only) (15)

Crystal Williams (Beginning Spanish/Spring only) (15)

Eric Forsberg (After-school play) (6)

Appendix D

Mount Greylock After-School Homework Help and Tutoring Program

Year-end Summary - 2017, Marty Walters, Coordinator

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

On a normal day of tutoring, usually six to ten students (sometimes more) and four to eight Williams tutors appear in my classroom at the end of the Mount Greylock school day. That is when the fun begins. We all socialize for a short time while the students enjoy a small snack, and we determine which Mount Greylock students are in need of assistance with assignments and in what subjects. Then we match up tutors who can help. One goal that guides me is for the students to have a quiet and non-distracting work environment while tutoring. I think this really helps the students stay focused and it gives the tutor the opportunity to connect with their student on a personal level. To that effect, I aim to scatter student/tutor pairs in empty classrooms that are nearby 'tutor central,' which is my classroom. Once the students and tutors are matched up and situated, my role becomes that of overseer. I routinely make the rounds to each room to answer questions, provide learning materials and to generally check in. At around 3:50 or so we begin to wrap up the tutoring session. At this time, tutors and students regroup in my room where we typically socialize for a few minutes; then students either head home or go to the library where they await the late bus.

The tutoring program serves a lot of students at Mount Greylock who need help with homework. This year the fall semester weekly student average was 20, while the fall weekly tutor average was 13. The spring semester saw an average of 17 students per week and an average of 13 tutors weekly. What this means is that students who come for extra help get it. Participants had a 1:1 tutoring situation or in some cases up to a 1:3 situation. There was a Winter Study edition of tutoring this year, but it was significantly interrupted by a combination of snow days, a teacher training day and MLK day. Nevertheless, on the days that the tutoring program did meet in January the students who came for help were not disappointed.

One aspect of the tutoring program that impresses me is seeing the relationships between the students and tutors grow throughout the year. For the most part, the tutors were very consistent in their attendance, which tends to allow for relationships to be forged. There were many times

throughout the year that I noticed the bonds between tutor and student strengthening. I was touched this year to see a tutor quietly presenting a thoughtful gift to a student she had frequently worked with. This attitude of thoughtful generosity exemplifies an important theme of the program this year. The tutors were there because they want to help others. They want to connect. The students were there because they need help with homework and in the process make a connection. A perfect fit.

Drop in and Play:

On Mondays, Tuesdays and Thursdays this year student leaders Ryan Roehls '18 and Darla Torres '18 were on hand in the library from 4-5 PM to play games, provide further homework support and generally “hang-out” with any MG students who were waiting for the 5 PM bus. While this time was originally seen as a structured enrichment period, we found over the course of the year that keeping it flexible was what was needed and most enjoyed by all involved. Ryan and Darla consistently engaged kids in board games and fun conversation. The strength of this program is the chemistry between Darla, Ryan and the kids who participate. This year we tried to involve other Williams students in the program but with less success. We will be analyzing the model in hopes of keeping it going when the charismatic Ryan and Darla graduate next year. The new school library may provide a wonderful opportunity to envision other opportunities.

Appendix E
College Essay Writing Coaches 2016 - '17
Williams College and Community Outreach

Liz Costley - utilized (6)
Jonathan Igoe – not utilized
Kathleen Judge Igoe - utilized (10)
Phil Smith - utilized (6)
Peter Thompsen - not utilized

Number of Mt. Greylock students who voluntarily sought out and utilized assistance from College Essay Writing Coaches during the 2016-'17 academic school year: **22**

Need Help on Your College Essay?



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

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

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

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

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

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

GUIDELINES:

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

For more information please contact Kaatje White (kwhite@williams.edu) or Jessica Dils (jessdils@gmail.com)

Appendix F

Co-Curriculars

Special Enrichment Groups/Initiatives

MS and HS Writing Groups

Faculty Advisor, Liza Barrett

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

The students in the classes (one middle school and one high school) produced both short-form and long-form writing pieces, experimented with different writing styles, and had the opportunity to share their work. The class is a chance for students who love to write to engage in creative work rather than to write within the constraints of the regular school curriculum. The small class size allows each student to receive personalized attention and feedback on their work. Many of the students in the writing class have been attending for three or more years and come every single week to work on their writing and to enjoy the writing club community.

MG Student Testimonials:

“I love writing club because the leaders make it fun!”

“I like writing club because it helps me bring out my feelings in a positive way. If I am feeling angry or upset I can write about it.”

“The people in writing club ‘is my FAM!’ J”

“I like writing club because it gives me time to write – I never give myself time otherwise.”

ENVIROTHON

Jeffrey Rubel '17

The Mt. Greylock Envirothon team included Xavier Vilaubi (9th), Zephie Gollin (11th), Matthew Kleiner (12th), Aaron Kleiner (12th), Evan Arthur (12th) and Niku Darafshi (12th). In the fall, the team met weekly on Sundays to learn about environmental science in the Berkshires. Our sessions took place predominantly at Hopkins Forest and included visits from guest experts such as Drew Jones (Hopkins Forest manager), Jay Racela (the environmental analysis lab at Williams), and Pam Landry (wildlife coordinator for Mass Envirothon). We learned about the world around us, how we interact with it, and how we should preserve it. In the spring, the team decided to no longer participate in the Massachusetts Envirothon competition, and our work shifted. We took a visit to Caretaker Farm and a couple more visits to Hopkins Forest, including one final trip to the Beineke Stand (old growth forest). The future of the team is highly uncertain as no Williams student will be spearheading it next year and interest from Mt. Greylock students appears to be dwindling, but the two-year run of the team introduced a number of students to the value of environmental science.

Model UN (MUN) Club for Mt. Greylock Middle Schoolers

Audrey Lee '20 and Darla Torres '18

The Model UN Club for Mt. Greylock middle schoolers was an initiative started this year. After a presentation at Mt. Greylock to engage interested members, club activities consisted of weekly meetings at Williams, where Audrey and Darla would train a small group of eighth graders. As the end of the academic year draws near, the students have learned the ins and outs of Model UN through public speaking workshops and simulations of MUN debate. In addition, they have each been assigned one country for a chosen topic of interest and have been asked to conduct independent research to write position papers.

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

Should this core group of students still be interested in continuing Model UN next year, Audrey and Darla would be happy to train them and help them prepare to attend at least one or two conferences. This is a list of students who have regular attendance: Krishan, Olivia Winters, Miriam, Oscar Lowe, Owen, Victoria, and Luca Hirsch.

Williams Center at Mt Greylock
Pilot Model UN Club at Williams
4:00 - 5:30 pm Sundays, Schapiro Hall 141
Drop-off in the Congregational Church parking lot

Student coordinators/coaches (2017):

Audrey Lee '20	al11@williams.edu	978-505-3255
Kevin Silverman '19	ks16@williams.edu	

Mt Greylock contact:

Kaatje White	kwhite@williams.edu	413-884-2608
Mary MacDonald	mmacdonald@mgrhs.org	

Model UN website for more information

<http://www.unausa.org/global-classrooms-model-un>

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

Guidelines for MUN members:

- Sessions will take place every Sunday from 4-5:30 pm on the Williams campus in Schapiro Hall 141.
- MG students: please exchange contact information including cell numbers with MUN coaches so that you can alert each other in the event of cancellations or other need to communicate.
- Sessions during Williams College breaks, exam periods, and public school vacations are held at the discretion of the coaches.
- Although there will not be many assignments, MG students should expect some homework, such as research to do outside of training sessions in preparation for conferences.
- Please come to class with a positive attitude to learn and collaborate with others!
- Have a friend that wants to join the group or learn more? Please have them contact Kaatje White at kwhite@williams.edu or Audrey Lee at All1@williams.edu prior to joining MUN. No drop-ins please.

Tuesday Evening Tutoring at Williams

Miaoru Guan '17 and Daniel Wong '17

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

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

It was difficult to have consistent college student tutors. Most tutors were "on-call" and would come if we emailed them earlier in the day, but we often didn't need many tutors. It was helpful to have versatile tutors (such as Adly or Daniel) who felt comfortable with a variety of subjects, such as physics and algebra.

Williams Center at Mt Greylock
Tuesday Evening Homework Help at Williams
7:00 - 8:30 PM Greylock Hall

Student coordinators (2015-'16):

Daniel Wong	dpw1@williams.edu	415-517-4031
Miaoru Guan	mg8@williams.edu	

Mt Greylock contact:

Kaatje White	kwhite@williams.edu	413-884-2608
Beverly Maselli	bmaselli@mgrhs.org	413-458-9582 ext 105
School website for announcement and teacher websites:		www.mgrhs.org

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

Guidelines for tutors:

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

- *Reminder, these MG students are underage high school students. Please do not invite them to college parties or to your dorm rooms. However, by all means encourage them to attend concerts, lectures, sporting events and other activities on campus open to the public.*

Guidelines for Tutees

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

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

Thanks so much and enjoy the year!

Mt Greylock student

Date: _____

Leaders in Technology

Anjali Pai and Diego Gonzalez

Logistics:

The program ran for 5 weeks with a total of 10 sessions. We had a total of 13 students officially enrolled. The Sunday sessions received 5-8 students on average. The Tuesday sessions had 7-10 students on average. Students developed all of their programs in an online coding environment called Repl.it which provides an entirely online environment to write and test code. The benefit of this is that it was easy for students to transition between computers at Mt. Greylock and the computers at Williams College. For the Sunday Sessions, Jeannie created local accounts on the computers in Physics 207. The students would log into these accounts using a generic login and password. They could then log into their Repl.it accounts and either start a new project or work on previous projects. All the work was localized, and because we set up their accounts, we were able to easily create “assignments” and instructions, that could just be added to all their accounts. This made assignment distribution easier and also facilitated the process of sharing work and being able to track the students’ progress.

Program Timeline:

For the first three weeks we worked on basic coding concepts with the students:

- **Session 1**- Why Computer Science? We talked about computer science, why it’s important and its broader applications. We had the students create a basic “Hello World” program to get them familiarized with Python. We also did an activity on dividing large problems into smaller problems.
- **Session 2** - Mad Libs Lab. We taught students about strings in python, functions and helper functions. They worked on building a mad libs program. They were also briefly introduced to loops and worked on a caesar cipher program.
- **Session 3** - Recap. We recapped the basic concepts and introduced students to conditionals. The students worked on a text based adventure. The students were then briefly introduced to functions.
- **Session 4** - We spent this session reviewing loops and conditionals, and they were given a brief introduction to arrays.
- **Session 5** - This session was spent introducing the students to Arrays and explaining how they can work with them. They worked on a number of programs based around array manipulation. At the end of the session, the students were introduced to recursion.
- **Session 6** - During this session, the students dove more into recursion and worked on labs that they may have started during session 5.

For the last two weeks, the students were given the freedom to explore any project or topic that they were introduced to during the program. A number of the students worked on turtle graphics on the online website trinket.io.

Successes:

Coding in front of the students really helped them see the process by which you code. We would talk through what the program was doing as we added to it. We would then ask the students what

they thought the program would output at various stages. This ensured that the students were paying attention and understanding what we were doing. During this time we encouraged questions and they seemed to learn more during these sessions than during lectures.

We also found, through the post-program surveys, that many students showed an increased interest in computer science after this program, which was one of our primary goals with Lit.io.

Difficulties:

One of the difficulties we faced was that Repl.it, while being useful for switching between computers, constrained our program so that we could only do terminal based labs. This posed a problem when we started final projects because it greatly limited what final projects students were able to do. We did find one turtle graphics online coding environment called trinket.io; however, this too was more constrained than we would have liked it to be. Moving forward we would like to be able to do more interesting final projects; doing so might require us to move away from an online coding environment.

Plans for the Future:

We hope to continue this program at MG beginning in the fall of 2017. We are using our leftover funds from this year to purchase Lego Robotics kits for use in next year's program. We had allocated these funds for the kits; however, due to the short timespan in which we piloted our program, we were unable to fully integrate robotics. Next year, we intend to have more pre-prepared labs and a wider range of projects, which is where the lego robots will come in. We also intend to purchase USBs and set up local coding environments on the computers at Mount Greylock so that students can transport work back and forth. This will allow us to move away from the constraints of an online terminal-based coding environment.

We are considering dropping the Sunday sessions and only having weekday sessions. This would allow us to spend more time preparing for the weekday sessions, to fill them with more meaningful content. Furthermore, the primary reason for the Sunday sessions was to fit more lessons into a short span of time. Since we will have a much longer time frame next year, this may not be necessary.

Williams Center at Mt. Greylock
Leaders in Technology Pilot Program
Tuesdays from 3:00 - 5:00 pm, MG library
3:00 - 5:00 pm Sundays, TPL computer lab

Student coordinators/coaches (2017):

Anjlai Pai	ap8@williams.edu	203- 512-2430
Diego Gonzalez	drg4@williams.edu	845-537-7415

Mt Greylock contact:

Kaatje White	kwhite@williams.edu	413-884-2608
Eileen Belastock	eBelastock@mgrhs.org	

Leaders in Technology (Lit.io) is a 5-week enrichment program designed for MG high school students and taught by Williams students. Participants will learn the basics of computer programming and will also be exposed to other advanced computer concepts. Students will work on group projects but also be able to work individually on a project of their choice.

Lit.io is sponsored by The Williams Center @ Mt Greylock and the Williams Computer Science Department and funded by Google.

Guidelines for Lit.io:

- The program will run for 5 weeks. The weekday sessions at Mount Greylock will be on **Tuesdays from 3:00 - 5:00 pm** in the MG library.
- The weekend sessions at Williams College will be on **Sundays from 3:00 - 5:00 pm**.
- The specific dates are as follows (*T = Tuesday, S = Sunday*): **4/4 (T), 4/9 (S), 4/11(T), 4/16 (S), 4/25 (T), 4/30 (S), 5/2 (T), 5/7 (S), 5/9 (S)**. **These sessions will meet in the Thompson Physics computer lab. Pickup should be promptly at 5:00 PM.**
- MG students should exchange contact information including cell numbers with MUN coaches so that you can alert each other in the event of cancellations or other need to communicate.
- Although there will not be many assignments, MG students should expect some homework to do outside of sessions.
- **Please come to class with a positive attitude to learn and collaborate with others!**

Thanks so much and enjoy Lit.io!

Greylock Outdoors:

This year two Williams students Nicholas Goldrosen '20 and Tyra Wynn '19 offered an "outing club" experience on Thursday afternoons from 4-5 PM during the period of "Drop in and Play." The inclement weather prevented them from going outside on most days and thus they were not able to build much momentum for the program. On the days they did go out about 1-4 kids participated and were happy with unstructured play, from fort building to snow man building to hikes through the woods. I hope that this program will continue next year.

Greylock StoryTime:

This year we had the pleasure of hosting four Williams StoryTime storytellers in the library for 7th - 9th grade audiences. In November, Ann Johnston (Class of '19) shared her adventures as a full-fledged firefighter: "Learning to Run In, Not Out." In December, Melanie Subbiah (Class of '17) described her summer internship working at Facebook for Mark Zuckerberg: "Internship for Facebook." In March, we heard from Eli Cytrynbaum (Class of '20) who shared: "My Decision to Be a Net Asset to the World By Making the People Around Me Happier." Finally in May, Gabby Markel (Class of '17) gave the full account of her literal run-in with a grizzly bear in her hometown: "Alaskan Animals 101." These diverse and unique perspectives and stories continue to broaden the virtual life experiences of the 13 - 15-year-olds at Mt. Greylock in an inviting and accessible way. The buzz is always lively as they settle in to listen, and the questions fielded by our Williams guests are filled with curiosity and thoughtfulness. We hope to bring 4 - 6 new StoryTellers to MG next year; our collaboration with Williams' StoryBoard on campus continues to be a fruitful and positive collaboration. Links to StoryTime videos on WilliNet can be accessed here: <http://willinet.org/content/mgrhs-presents-greylock-storytime-anne-johnston-0>, <http://willinet.org/content/mgrhs-presents-greylock-storytime-melanie-subbiah>, <http://willinet.org/content/mgrhs-presents-greylock-storytime-eli-cytrynbaum-0>, <http://willinet.org/content/mgrhs-presents-greylock-storytime-gabby-markel-0>.

Link to StoryTime Guidelines:

[StoryTime Guidelines](#)

Appendix G

MG Student Williams College Courses SEMESTER 1 and 2, 2016 - '17

18 students

Fall Semester:

Catherine Cavalli – Intro to Microeconomics
Jesse Cohen – Multivariable Calculus
Abigail Coleman – Statistics
Niku Darafshi – Intro Environmental Studies
Nicholas Dudley – Multivariable Calculus
Sally Gotlieb – The Modern Middle East
Mercer Greenwald – German-American Relations
Simon Kent – Intro International Relations
Aaron Kleiner – Multivariable Calculus
Matthew Kleiner – Multivariable Calculus
Sean Nemtzow – Stars: Suns to Black Holes
Neel Patel – Stars: Suns to Black Holes
Elias Sekkal – Intro to Microeconomics

Second Semester:

Zachary Armet – Milky Way & Universe
Mercer Greenwald – The Symphony
Aaron Kleiner – Linear Algebra
Matthew Kleiner – Linear Algebra
Neel Patel – Milky Way & Universe

Independent Studies with Williams:

Emma Pumbo – Rob Livingston – Fitness IS
Niku Darafshi – Leila Rouhi – Farsi
Serena Chow – Li Yu + Susan Wu – Mandarin
Artem Dudko – Richard Chen – BC Calc
Zephie Gollin – Ed Gollin – Music Theory
Sam Dils – Leonard Bopp – Trumpet

Field Study

MG assisted Amie Hane's public health students.

Dear Kim,

I hope this finds you well. Elim, Megan and Sierra have mapped out a plan to run class sessions on identifying red flags for unhealthy relationship patterns. Because next week is break, I wondered if we could aim for having them visit classes the week after, during the week of April 24. Their protocol is to:

1. Distribute Vignettes to the class and ask them a few questions about each on a handout they do not put their name on.
2. Use those vignettes to identify with the class and label the problematic elements in the relationship scenario.
3. Offer a chance for students to win a gift card if they volunteer to take an online quiz after class. We would collect emails from student volunteers and email them a link to the quiz.

I have attached the vignettes here, which are tailored to whether they are in class with middle school or high school students. These are adapted from a published study, which I have also attached here.

Do you think the content is age appropriate and if so, which grades can they visit? If not, how would you like to see these changed so they are in accordance with school-based health class content? Finally, would you like us to compose a letter that could be sent out to parents prior to their arrival in health class?

We are deeply grateful to you for supporting this project!

Thank you,
Amie

Appendix H

Williams Center at Mt Greylock

Master Calendar of Events 2016 - '17

SEPTEMBER

- Fri., 9/ 16** Envirothon group info session during high school directed study.
9th grade Center orientation during directed study.
- Sun, 9/18** Mandatory Orientation@Williams for Fellows/MG teachers. 4:30-6 PM
- Sun, 9/21** *GreylockTalks@MG*. Prof Justin Crowe. "The Fraying of the Republican Party"
- Sun, 9/25** Envirothon meets@Hopkins Forest
- Mon., 9/26** Williams Fellows begin weekly visits to Mt. Greylock classrooms
After-school homework help begins@MG Mon, Tues/Thurs 2:30-4 PM
Sign-up with Marty Walter at mwalter@mgrhs.org
- Tues., 9/27** Evening high school homework help w/ Williams Fellows@Williams. 7-8:30pm
Greylock Hall. Sign-up in Guidance.
- Wed., 9/28** 62 Center workshop@MG. Chen dancers 10:09-11:27
Free tix to Oct. 1 performance@Williams.edu. sign up with Lynn Jordan.
Middle and high school afterschool writing group. Sign-up with Liza Barrett.

OCTOBER

- Ongoing** Williams Fellows make weekly trips to MG English, Spanish and academic skills
After-school Homework Help w/ WF @MG Mon, Tues/Thurs. 2:30-4
Sign up with Marty Walter.
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
- Tues, 10/4, 11, 18, 25**
Evening high school homework help w/ WF@Williams. 7-8:30pm
Greylock Hall. Sign-up in Guidance.
- Mon, 10/3,17,24, 31**
Middle/high school after-school Writing Group w/WF
Sign-up with Liza Barrett
- Thurs, 10/6,13,20,27**
GreylockOutdoors after-school group meets w /WF. Sign up with Jake Schutz
- Sun, 10/2,9,23,30**
Envirothon group meets w/WF @Hopkins Forest.
Sign up with Jeffrey Rubel at jnr2@williams.edu
Model UN meets w/WF@Williams. Time TBD.
Sign up with Simon Kent at sbk1@williams.edu
- TBD** *Envirothon field trip* to Cricket Creek Farm
- Wed, 10/19** '62 Center Workshop. NYC Ballet field study@Williams 9:30-11:30.
Free tix to evening, Oct. 20 performance. Sign up with Lynn Jordan.

Wed, 10/19 **Get Acquainted Concert @Williams.**
TBD *GreylockTalks@MG.* Eileen Bote, healthy eating and healthy habits.
October 14 **Professor Noah Sandstrom, Williams Neuroscience @ T.Ostheimer's/ AP**
 Psych
Wk Oct. 21 *EphsOutLoud* music lessons begin w/WF @ Mt Greylock and Williams
 Oct. 26 **Williams Envi Planning class/Outdoor classroom focus groups @ MG**

NOVEMBER

Ongoing **Williams Fellows weekly trips to MG English, Spanish and academic skills**
After-school Homework Help w/ WF @ MG Mon, Tues/Thurs. 2:30-4
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
Tues, 11/1,8,15,22,29
Evening high school homework help w/ WF@Williams. 7-8:30pm
Mon, 11/7,14,21,28
Middle/high school after-school Writing Group w/WF
Thurs, 11/3,10,17,27
GreylockOutdoors after-school group meets w /WF. Sign up with Jake Schutz
Sun, 11/6,13,20
Envirothon group meets w/WF @Hopkins Forest.
Tues 11/1 Williams envi planning class/outdoor learning classroom focus groups
Thurs 11/10 Fellows Gathering @ Williams with career counselor, Mike O'Connor.
Wed 11/16 *GreylockTalks*, Don Kjelleren, Director Williams Career Counseling
Thurs 11/17 *MG Storytime*, Anne Johnston, firefighter, "Learning to run in, not out."
Postponed MG envi field research study to Hopkins Forest.
Ongoing *EphsOutLoud* music lessons

DECEMBER

Thru 12/9 **Williams Fellows weekly trips to MG English, Spanish and academic skills**
After-school Homework Help w/ WF @MG Mon, Tues/Thurs. 2:30-4
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
Tues, 12/6, 13
Evening high school homework help w/ WF@Williams. 7-8:30pm
Mon 12/5,12
Middle/high school after-school Writing Group w/WF
Thurs 12/1,8
GreylockOutdoors after-school group meets w /WF.
Ongoing *EphsOutLoud* music lessons
Wed Dec. 7 *MG Storytime*, Melanie Subbiah, "My Time at Facebook"
Mon Dec. 12. *MathBlast* at Williams for all 10th graders!
Fri, Dec.16 *GreylockTalks*, Julie Greenwood, Epidemiology
Tues/Wed.Dec. 20-21 8th grade constitutional debates at Williams

JANUARY

- Mon 1/9-1/26 Afterschool Homework Help w/ WF@MG** Mon, Tues/Thurs. 2:30-4
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
WF in selected English and Spanish classes
- Tues, 1/10,17,24**
Evening high school homework help w/ WF@Williams. 7-8:30pm
- Mon 1/9,1/16,1/23**
Middle/high school after-school Writing Group w/WF
- Tues 1/10,17,24**
GreylockOutdoors after-school group meets w /WF.
- Ongoing EphysOutLoud private and small ensemble lessons**
- TBD GreylockTalks?**
- Fri, 1/13 Sankofa @MG. 9th grade wellness workshop.**

FEBRUARY (Missing calendar)

- Thurs., Feb. 2** – Claiming Williams Day, no classes
- Mon, 2/20 – Fri., 2/24** – MG Feb. Break – school closed, no WF visits

MARCH

- Mon, Tues, Thurs 3/2-3/16**
After-school Homework Help w/ WF@MG Mon, Tues/Thurs. 2:30-4
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
WF in selected English and Spanish classes
- Tues 3/7, 3/14**
Evening high school homework help w/ WF@Williams. 7-8:30pm
- Mon 3/6 ,3/13**
Middle/high school after-school Writing Group w/WF
- Thurs 3/ 2, 3/9, 3/16**
GreylockOutdoors after-school group meets w /WF.
- Sun 3/12 Model UN meets@Williams** 3-4 PM
- Mon 3/13 GreylockTalk,** Professor Phoebe Cohen, Williams Geosciences.
“Mass Extinctions”
- Tues 3/17 Greylock StoryTime.** Eli Cytrynbaum's ‘20 "My decision to be a net asset to the world by making the people around me happier.”
- Mon., 3/20 – Fri., 3/31 – Williams Spring Recess – no WF visits**

APRIL

- Mon, Tues, Thurs 4/3-4/13 and 4/24-27**
After-school Homework Help w/ WF@MG Mon, Tues/Thurs. 2:30-4
Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
WF in selected English and Spanish classes

Tues 4/4,11,18,25
 Evening high school homework help w/ WF@Williams. 7-8:30pm

Mon 4/3, 10,24
 Middle/high school after-school Writing Group, 2:30 - 5:00pm

Thurs 4/6,13,27
 GreylockOutdoors after-school group meets w /WF.

Sun 4, 9,16,23,30
 Model UN meets@Williams 3-4 PM

Tues and Sun 4,8,11,16,23, 25,30 and 5/2,7,9
 Leaders in Technology after-school pilot w/Williams CS students

Thurs 4/13 GreylockTalk, Prof Rhon Manigault-Bryant, Asst Prof of Africana Studies
A Time for Radical Love: Reflections on Race, Gender and Difference

Friday 4/7 Williams Spanish TA visits MG AP Spanish

Fri, 4/14 ArtsBlast for all 8th graders @Williams

Ongoing Leah Gold, Williams Health Services@ MG Peer Team
 Discusses study, interviews students for master's thesis, Microaggressions.

Thurs 4/24 Williams Fellows gathering @ Williams
 Teacher Feature, Mary MacDonald, "From Finance to Education."

Friday 4/7 Williams Spanish TA visits MG AP Spanish

Friday 4/28 AP Spanish field trip to Williams for conversation/activities/lunch

MAY

Mon, Tues, Thurs 5/1-11
 After-school Homework Help w/ WF@MG Mon, Tues/Thurs. 2:30-4
 Drop in and Play w/WF@MG library Mon, Tues/Thurs 4PM-5PM.
 WF in selected English and Spanish classes

Tues 5/2, 5/9
 Evening high school homework help w/ WF@Williams. 7-8:30pm

Mon 5/1, 5/8
 Middle/high school after-school Writing Group, 2:30 - 5:00pm

Thurs 5/4, 5/11
 GreylockOutdoors after-school group meets w /WF.

Sun 5/7, 5/14
 Model UN meets@Williams 4-5 PM

Tues and Sun 4,8,11,16,23, 25,30 and 5/2,7,9
 Leaders in Technology after-school pilot w/Williams CS students

May 1 Greylock StoryTime, Gabby Markel '17, *Alaskan Animals 101*

May 8 After-school Writing Group field trip to Williams

May 15 ScienceBlast @ Williams for all 11th graders

Fri 5/12 MG engineering class @ Williams, Zilha Ctr tour.

Wed 5/17 MG Envi science to Cricket Creek Farm

May 23 GreylockTalks. Gold Olympic medal swimmer Sam Livingstone,
 "Stay in Your Lane - Grassroots to Gold"

Fri 5/26 Williams human resources to MG senior workshops
TBD College Essay workshops. Williams Admission to Rebecca Tucker-Smith's 11th grades
June 5 AP Physics. Tiku Majumder and Swati Singh, interferometry
June 6 AP Physics. Adam Falk, photoelectric effect, Einstein's "light is a particle" Explanation, and quantum mechanics
June 16 Jay Pasachoff, the upcoming August solar eclipse.
Wk June 5 8th grade water study unit with Martha Marvin, Jay Racela

Appendix I
SCIENCEBLAST
Monday, May 15, 2017 at Williams College

Sponsored by the Williams Center at Mt. Greylock & the Williams College Science Center

Science is more than just knowledge; it is a way to explore the world. Science is about innovation, creativity and ingenuity to find answers to new problems. The mission of ScienceBlast is to expose 11th grade students to college-level science and lab facilities while inspiring them to explore a range of scientific fields as they think about their science options in college.

Science Workshops

All workshops are offered during both sessions and will be capped at fifteen students.

Rank your session choices online at the following website:

<http://sites.williams.edu/center-at-greyllock/scienceblast/>

Brightness and Distance in

Astronomy

Steve Souza (Astronomy)

Thompson Physics Lab 301

Muscles, Nerves, and Cyborgs

Martha Marvin (Biology)

Morley Science Lab 130

Bringing Sophisticated Mnemonics to the Masses

Brent Heeringa (Computer Science)

Thompson Chemistry Lab 206

The Science of Musical Sound

Tiku Majumder (Physics)

Thompson Physics Lab 215

The Destructive Impacts of Waves

Jose Constantine & Alex Apostos

(Geosciences) *Clark Hall 103*

The Science of Taste

Matt Carter (Biology)

Thompson Biology Lab 2

Schedule of Events

8:40 - 9:00 am

Opening Remarks (Thompson Physics Lab –TPL 203)

Tiku Majumder, Director of the Science Center/ Prof of Physics

9:10 - 10:00 am

Science Workshop, Session 1

10:05 - 10:20 am

Snack on the Science Quad (Eco Café, rain location)

10:30 - 11:20 am

Science Workshop, Session 2

11:30 - 11:55 am

Views on College Science (TPL 203)

Panel of Williams College Science Students

12:00 pm

Buses depart to Mt. Greylock

ScienceBlast Feedback:

Martha Marvin, Williams Biology and SB instructor:

“Thank you for the gift card!! It’s always my pleasure to teach. I had fun at ScienceBlast. The kids seemed to like the experience and they seemed to be into it! I showed a short video about a man controlling a robot arm to replace the one cancer took from him. Then we had one student control the arm of another student. A surprising number wanted to be controlled! Before that I had them investigate how warming their muscles increases performance on a hand grip meter (turns out it’s 10% or more). I was pleased that even the less academically oriented students found something exciting in the topic.”

Matt does have a story: he said one of his groups was obnoxious. Also, I found out that the kid with the mystery music was Owen Politis. He has speakers in his backpack, and he was really rude to Matt. Kind of shocking to me, considering the appeal of the subject of food, and Matt’s skills as a teacher.

Shawn Burdick, MG Science Teacher:

“I have spoken with almost all my juniors, and they had a great time. (Remember that I have AP kids who are generally more motivated and intellectually curious.) There were no problems with the logistics and registration. A couple kids said they would like the paragraph descriptions to be a bit more detailed. All the workshops had positive comments. The biggest concern was about the final summation back in TPL201 with Tiku and the student panel. While they agreed it was a good idea in principle, they found it a bit awkward and embarrassing because a bunch of our juniors were not paying attention and talking. That of course is more on us than on you. We science teachers need to be even more diligent about behavior expectations. Overall, I would say the majority of our students had a positive and educational experience. My students said they’d be happy to do a survey, but this informal feedback is probably sufficient. Thanks to all yet again!”

Appendix J



MathBlast

Monday, December 12, 2016 at Williams College

Sponsored by the Williams Center at Mount Greylock and the Williams College
Department of Math and Statistics

MathBlast is a morning for 10th graders and math teachers from local area schools to participate in math workshops with Williams College professors. Students and teachers choose three, thirty-minute workshops from the list below.

The Schedule:

8:45-8:55	Opening Remarks in Bronfman Auditorium
9:00-9:30	Workshop #1 (Pythagoras at the Bat not offered this session)
9:35-10:05	Workshops #2
10:05-10:25	Snack break in Bronfman lounge area
10:30-11:00	Workshop #3
11:10	Catch buses back to school

The Workshops (choose your workshop online):

<http://sites.williams.edu/center-at-greylock/mathblast>

1. Fibonacci
Instructor: Cory Colbert
2. Geometry Constructions with Compass and Straightedge
Instructor: Lori Pedersen
3. The Logic of Logic Circuits
Instructor: Alejandro Sarria
4. The Platonic Solids and Their Mathematics
Instructor: Mihai Stoiciu
5. Polygons and Beyond!
Instructor: Ralph Morrison
6. Pythagoras at the Bat: An Introduction to Statistics and Modelling
Instructor: Steve Miller (only sessions 2&3)
7. Sending Secret Messages
Instructor: Susan Loepf
8. What Shapes Can you Make with a Single Cut?
Instructor: Diana Davis
9. Why Knot?
Instructor: Colin Adams

Appendix K

ARTSBLAST

Friday April 14, 2017 at Williams College

Sponsored by the Williams Center at Mt. Greylock

WORKSHOPS

All workshops are offered during both sessions and will be capped at 10-12 students.

Please rank your session choices online at the following website by Thurs. April 6!

<https://sites.williams.edu/center-at-greylock/artsblast/>

Architecture: Creative Building

Troy Sippelle '17 and Matthew Goss '17
Location: Paresky 207

Becoming the Artist: Sol LeWitt

(Session 1 only)
Wendy Wiberg '17
Location: WCMA

Build an Art Exhibition

(Session 2 only)
Jacques Guyot '17
Location: WCMA

Creating Digital Art

Melanie Subbiah '17 and Yitong Tseo '17
Location: Thompson Physics 207

Folk Singing from Around the World

Erin Kennedy '19 and Nathan Leach '17
Location: Presser Choral Hall

Latin Dance with Ritmo Latino

Richard Gonzalez '20, Betty Noonoo '18, Nicole Cabral '19, and Ron Govin '17
Location: Shared Studio 62 Ctr

Live from Studio 275-Movie Making

Staff from the Office of Informational Technology
Location: Sawyer Library

Making It Up As You Go - Improv Comedy!

Evi Mahon '18
Location: 62 Center, Directing Studio

No Need to Rhyme: The Art of Poetry

Minwei Cao '17
Location: WCMA reading room

Stepping with Sankofa

(Session 2 only)
Ben Young '18, DJ Lee '20, Jazmin Bramble '20
Location: 62 Ctr, Main Stage

Cooking up History

Jeffrey Rubel '17 and Hannah Benson '17
Location: Zilkha Center Kitchen

SCHEDULE OF EVENTS

8:00 - 8:20 am	Welcome (Big Hall, Congregational Church)
8:30 - 9:45 am	Workshop, Session 1
9:50 - 10:20 am	Snack (Congregational Church)
10:15 - 11:30 am	Workshop, Session 2
11:40 - 12:10 pm	Bag Lunch (Congregational Church)

12:20 - 2:00 pm

Games with Outing Club (meet at Polker Flats)

2:00 pm

Buses depart to Mt. Greylock

Questions, please contact Kaatje White (kwhite@williams.edu) or Mary MacDonald(mmacdonald@mgrhs.org)

Dress for outdoor activities and walking. In the event of rain afternoon activities TBD.

ArtsBlast Feedback:

Pat Blackman, 8th grade social studies teacher:

“It was great overall. I could make a long list of positives, but I imagine it’s all been said.

I have one thing to pick on. I was with a group both times that included a common set of kids who weren’t enthusiastic. It’s not that they were bad per se, but they were out of their element and (I think) scared to put themselves out there. So they were passively resistant. I’m not sure what would have helped in the singing workshop. But in the poetry workshop, that dynamic was exacerbated by the fact that the Williams student did not invite me to participate or share, even though I clearly took part in the writing and tried to take part in the workshopping with comments. Mary M told me the same thing. The idea of letting the teacher be a model in being brave is fundamental in middle level pedagogy – so failing to include that element (conscious or otherwise), where reluctant students needed not to be pushed but to follow someone they trust, helped keep reluctant participants in their shells – in my opinion.”

Amy Kirby, 8th grade Spanish teacher:

“I thought that the smiles I saw on eighth graders throughout the day, even while challenged with something new and out of their comfort level, speak volumes. It was a great way for us, as teachers, to interact with kids on their levels while we participated in something new, too.

My overall suggestion that may help with future groups is to perhaps have a ‘prep’ talk with the Williams students. I think just a reminder that we have very mixed groups (some students with learning disabilities) and that many 8th graders will be challenged to dance, sing, etc. (really anything that requires them to put themselves out there in front of their peers) may be daunting. This isn’t to say don’t do it, but rather, be aware. I think that some of the instructors wanted to teach a complete (dance) lesson in the time that we had – for 8th graders (especially those who have never done this before) was difficult. Repetition for students (maybe some visuals, like the names of the move, written) would help students to take it in. I think the general message is – be patient, have fun, the goal is to learn and get exposed to something new and try it out. Be concerned more with the participation than the overall production.

The organization was great. This day was very much appreciated – Jeffrey and all did a wonderful job!”

Appendix L

Williams Fellows Calendar Fall 2017 – Spring 2018

September

Sunday, September 17, 4:00 pm, Mandatory Orientation on campus for Fellows and MG teachers

Monday, 10/2 – Williams Fellows begin weekly visits to Mt. Greylock classrooms

October

Fri., 10/6 – Professional Development Day; ½-Day @ MG, dismissal at 11:10

Mon., 10/9 - MG school closed; Indigenous People's Day

Mon/Tues., 10/19 – 10/10 – Williams Reading Period; Fellows visits not required

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

November

Tues., 11/7 - Full Professional Development Day; no school @ MG

Fri., 11/10 – MG school closed; Veteran's Day

Mon. 11/22 – Fri., 11/26 – Thanksgiving Break; Fellows visits not required

December

Fri., 12/8 – Last day of classes for Williams fall semester; Fellows visits to MG end

January

Tues., 1/3 – 1/26 - Winter Study Period; WF's not required to work at MG, however some Fellows choose to continue weekly visits during this time. This should be arranged individually.

Mon. Jan. 15 - MLK, Jr. Day; No School @ MG

Jan. 22-23 - MG ½-Day Professional Days; MG 11:45 dismissal

Jan. 29 - Feb. 2 - Break between Winter Study & Second Semester – Fellows not required to work at MG, unless otherwise arranged.

February

Thurs., Feb. 2 – Claiming Williams Day, no classes

Mon., 2/5 – Williams Fellows resume visits to MG classrooms

Mon., 2/19 – Fri., 2/23 – MG Feb. Break – school closed, no WF visits

March

Wed., 3/14 – Professional Development ½-Day @ MG; 11:45 Dismissal

Mon., 3/19 – Fri., 3/30 – Williams Spring Recess – no WF visits

April

Mon., 4/2 – WF's resume visits to MG classrooms

Mon., 4/16 – Fri., 4/20 – MG April Break – school closed, no WF visits

May

Wed., 5/9 – Professional Development ½-Day @ MG; 11:45 Dismissal

Friday, 5/11 - Last day of classes @ Williams; WF's conclude weekly visits to MG

Appendix M

Williams Fellows Program Description Writing Fellows, Student Support Fellows, Subject Area Fellows 2017 – '18

Now entering its tenth year at Mt. Greylock Regional School as one of the many programs of the *Williams Center at Mt. Greylock*, the Williams Fellows program is an official component of the college's *Center for Learning in Action*. We look forward to having Williams students serve each year as writing coaches and student mentors in middle and high school English and academic support classrooms. In addition, Fellows are now recruited to assist in other subject areas as we have expanded our reach to include select language, math, history, math, art and music classrooms, which varies in any given school year.

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

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

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

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

The expected time commitment from Williams Fellows is approximately 3 to 4 hours per week, from late September through early May; Fellows are not expected to work during Williams or Mt. Greylock vacations or during Winter Study. These are paid positions; although not required, it is helpful for candidates to be licensed drivers as they will travel to and from Mt. Greylock once or twice a week.

Fellows gatherings take place on campus two to three times per academic year, facilitated by designated “Fellows Captains” for community-building meal gatherings and informal presentations given by inspiring and experienced educators.

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

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

Kaatje White, kwhite@williams.edu
Williams Center at Mt. Greylock Director
Associate Director, High School Outreach, Center for Learning in Action

Appendix N



Williams Center Programming

Williams students will be available for academic support and extracurriculars after Sept. 26.

There will be no programming during Williams College vacations.

Visit <http://web.williams.edu/admin/registrar//calendars/> for the Williams calendar.

Academic Support...

At Mt Greylock:

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

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

At Williams:

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

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

Private tutoring at Williams:

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

Please contact Kaatje White at kwhite@williams.edu for a list of recommended tutors.

Appendix O

KineticTeach

Elizabeth Poulos (teaching)

Kaitlyn Braband (teaching)

Jake Savoca-leader

Emma Robinson

Ben Incera

Prem Wadhvani

Ben Bui

Title: Political Storytelling and Social Media: Why is Your Senator on Snapchat?

Blurb:

Join Kinetic Teach this summer to find out how social media is changing the face of American politics. In this class we will investigate the different methods of storytelling that politicians and media figures use to explain and influence how we interpret current events, and how social media platforms are letting new voices join the story. Experience a college class full of dynamic discussions. Improve college-related skills through the social media apps you already scroll through.

Registration Form:

<https://docs.google.com/a/williams.edu/forms/d/e/1FAIpQLSef4VHZI5L8JDJpaRiLc8cn7j6Y63C18g8IFmOgQs5H5uGTZQ/viewform>

Appendix P

DRAFT Proposal written with Frank Jackson

Interested in engaging the next generation of community leaders and voters? Buxton School seeks Williams students to lead Civic Engagement Program

Buxton School is a small, co-ed, progressive boarding/day prep. school located in Williamstown, just beyond the Clark Art Museum. **The Center for Learning in Action** is looking for Williams student activists to help facilitate learning opportunities for high school students through social justice education and advocacy within the current political climate.

This is a way for civic-minded leaders to create their own unique program which might include weekly speakers and discussions, community projects and outreach and social media literacy education. With a goal of motivating civic engagement for these soon-to-be-voters, your mentorship can play an important role in the broader mission of strengthening the future of our democracy.

This is a paid position through the **Center for Learning in Action**. Time commitment: 2-4 hrs./week. Sessions will generally occur during evening study hall. A background in education and/or political engagement is helpful but not required.

Interested in learning more? We welcome your input!

Please contact: Kaatje White at kwhite@williams.edu or Frank Jackson at fjackson@williams.edu
<https://buxtonschool.org/>

Appendix Q

Kinetic LEAP Final Summary:

Miaoru Guan

LEAP (Learning, Engaging, and Applying Professionalism) is a group of Williams College students that have designed a new 16-lesson plan curriculum focusing on pre-professional skills and practical education for high school students that culminates in an internship. Our program is unique because sessions explicitly build on one another, guiding students through every step of the job search process. In addition, the curriculum encourages students to seek employment specifically in North Adams. Students take classes in self-discovery, leadership, communication, networking, interviewing, resume/cover letter writing, financial literacy, and North Adams history.

This year, LEAP implemented a pilot program at Drury HS with Mr. Robert Jutras, a teacher at Drury. We have also been working with the Berkshire County Regional Employment Board (BCREB) to help these students find internships.

Final notes from Miaoru

This year, the Kinetic LEAP (Learning, Engaging, and Applying Professionalism) team has made a lot of progress on our pre-professional program. The Williams College team has completed full revisions of our 16-lesson plan curriculum, now 80+ pages. At Drury HS, we have completed a pilot program of our 16 lesson plans taught by Mr. Jutras with a small number of juniors and seniors.

One of the lesson plans includes a field trip to North Adams to learn about local government and North Adams history. Members of our team met up with the students and the teacher during the field trip. The HS students and teachers were happy with the resume and cover letter lessons specifically.

This semester, our team also made connections with the Pittsfield House of Corrections and have shared our lesson plans with them. Additionally, we are continuing contact with the Berkshire Regional Employment Board and the Berkshire Compact to reach out to employers in the region.

Next semester we are continuing the program at Drury HS. One student team leader for LEAP will be Conrad Wahl '20 cmw1@williams.edu.

Here is a link to our LEAP packet:

<https://drive.google.com/a/williams.edu/file/d/0ByOeddvHt7fgV1QtVXAwR2NxMDQ/view?usp=sharing>

On May 18th, the students of LEAP at Drury HS went on a field trip designed by our team. They went to Mass Moca to learn about North Adams history and entrepreneurship in addition to City Hall to meet Councilmember President Ben Lamb.

During lunch, the students went to the Uno Center to learn about community service opportunities in the area as well as resources/programs offered by the BCAC. Members of our team met them for lunch. See below for picture!

During the day we spoke to the students about the lesson plans they found most helpful and their takeaways from the curriculum. The students particularly enjoyed the resume-writing and cover letter lessons.

On a related note, we are excited to announce we will be continuing the program at Drury HS in the fall!

Thank you so much for your support of Kinetic LEAP this semester! This field trip wouldn't have been possible without your help! We are looking forward to updating you with more developments from our team.

Best,
Miaoru, on behalf of Kinetic LEAP

Appendix R

Head of School, Sue Wells noted:

1. Our kitchen from Oct - December. Mollie Bernstein '20 was organized, on task and innovative helping with any needed baking as well as supporting in all aspects of the day's meal. She went away for winter study and the spring semester, but she was great while she was here.

2. Art classroom CLiA student, Katelyn Long. As our art teacher, Karl Mullen said, "Katelyn became very engaged with all the students from various grades and they enjoyed her presence and energy. Katelyn was extremely helpful and took the time to attend a whole school assembly. I was very impressed."

3. Marketing/data base helper - Valerie Sosa helped our development officer do some research on alums and helped in other support roles in marketing and development. Was a good help.

4. Margaret Sutton was able to help one student in our afterschool program with math and other homework. She worked with her fairly frequently for a few months (I believe it was two days a week) and built a wonderful bond with a young girl who really appreciates older role models and the academic support. With Margaret being a junior, we all hope she will come back and consider the Pine Cobble Fellowship after her senior year.