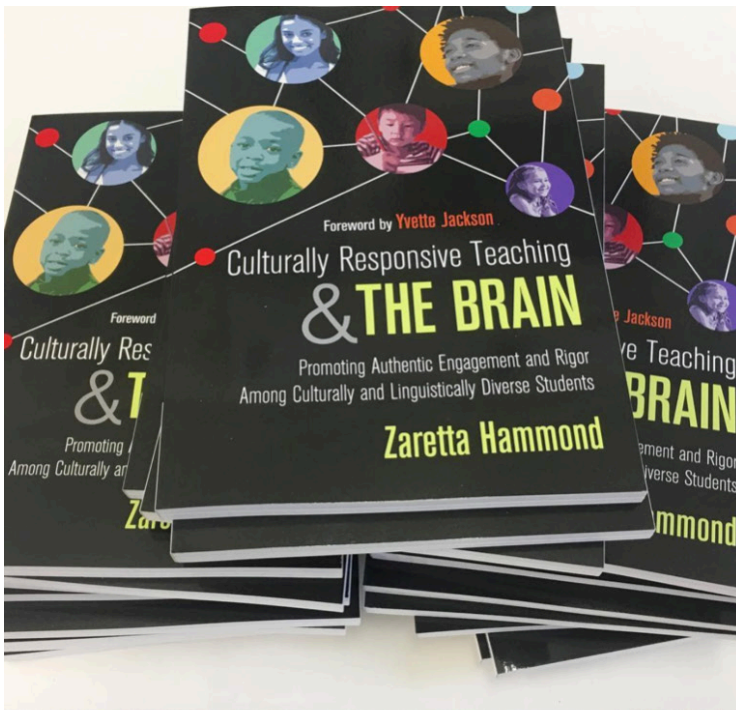




**TANG INSTITUTE
AT ANDOVER**

**End-of-Year Report
2018-2019**





2018-2019 included a range of thought-provoking discussions and meaningful work in support of student learning. Featured here are (top left) the book by Zaretta Hammond that was the focus of our yearlong Pedagogy Book Club discussion; (top right) Students testing out their robot for a course taught by Carol Artacho Guerra; (lower left) Alexis Santos, a speaker in the Institute's mindfulness series; (lower right) and an art exhibit co-sponsored by the Tang Institute that spurred a Lunch & Discussion about relations between the United States and South American countries.



TANG INSTITUTE AT ANDOVER

End-of-Year Report 2018-2019

Happy Summer!

I'm delighted to be writing my first End-of-Year Report to all of you. I continue to feel excited and energized by the work we are doing at the Tang Institute and at Phillips Academy more broadly, and this year has been one of learning and growth for me and the institute.

The Tang Institute exists to support student learning. We fund faculty fellowships—often in interdisciplinary teams—to learn about and engage with central questions in education today. We also connect our learning with other educational leaders, sharing and growing our best ideas with local and global communities. This is the mission of the Tang Institute, and I have been honored to lead this important work as Currie Family Director. This past year at the Institute was rich in thoughtful and collaborative explorations into key questions related to our work: In what ways can the Tang Institute best support student learning, both at Andover and in the wider educational community? How can we encourage the ongoing learning and growth of our talented faculty? And what do meaningful, ongoing partnerships look like?

As you'll see below, we have continued our strong traditions of faculty learning and external partnership. Our Learning in the World programs continue to be quite successful, and we are working in an ongoing way with several partners to support student learning on and off campus. I hope you enjoy reading the following highlights of our work from the past year and preview of work to come in 2019–2020 and beyond.

(1) Fellows in Focus

(2) Convening & Sharing: Connecting locally and globally

(3) Partnerships

(4) Learning in the World

(5) Conclusion

Our support of Faculty Fellows remains at the heart of our work, so we lead with that section. The next two sections highlight impact—ways in which faculty fellows and their learning have helped to drive conversations at Andover and off campus. We then offer an update on our Learning in the World programs, including exciting news about a new home for them, before offering some concluding remarks.



Fellows in Focus

Our support of Tang Faculty Fellows remains at the heart of our work. In 2018–2019, we supported [17 fellows](#) working individually and collaboratively across a range of projects that supported student learning and engaged with central questions in education. [We also announced that 23 fellows](#) will work at the Tang Institute during 2019–2020 across five, core areas of inquiry: school within a school, equity & inclusion, pedagogy, instructional coaching, and interdisciplinary teaching and learning.

Overall, the focus during the past year was on supporting Andover in prioritizing mutual understanding and individual well-being as essential to a thriving community. We also prioritized partnerships as central to enhancing student learning. Following is a selection of 2018–2019 “Fellows in Focus,” whose work progressed in meaningful and, at times, astonishingly impactful ways for students, teachers, and communities locally and globally.



School within a School (SWS)

This year, a group of Tang Institute fellows led our effort to develop a pilot of a [School within a School](#) at Andover, which will officially launch in spring 2020 and allow us to re-envision learning as we work with a group of students to pursue interdisciplinary, project-based learning in connection with the campus and local community. This undertaking will put Andover in nationwide educational conversations about grading, assessment, and experiential education.

Project Highlights: Reimagining Teaching and Learning at Andover

- *Fellows collectively working on SWS used the end of the 2019 school year to discuss their ideas for the program and the results were really productive and energizing.*
- *Spent a lot of time thinking about and workshopping different pedagogical techniques.*
- *Began narrowing in on a topic for the term that will be complex, engaging, and (of course) interdisciplinary.*
- *Best of all, the SWS team developed a mission statement for the program that captures the significance of pursuing different kinds of teaching and learning in new and unfamiliar formats.*
- *These efforts will form the foundation of our work this coming year as the curriculum comes together and students sign up for the very first time.*
- *Currently the group is involved in a hefty stack of summer reading to investigate different texts.*



Fellows in Focus

Tang Fellow Nouredine El Alam:

Project-Based Statistics

Tang Fellow Nouredine El Alam designed a yearlong community-based statistics course that enabled students to leverage learned concepts while addressing a community in need. The purpose of the latter was to enhance community development and connect learning and assessment to the real world. Empathy, a key pillar of the design thinking process, played a crucial role in how students interacted with communities of interest. All projects were guided by an essential question to help students stay focused on the most important aspect of the project.

Project Highlights:

Supporting Connected Learning

- *Featured student partnerships with several communities, such as the Outreach Summer Program, Mathematics and Science for Minority Students (MS)², Andover Bread Loaf, the Community Engagement Office, the Admissions Office, and the Addison Gallery of American Art.*
- *Offered students the opportunity to apply their knowledge immediately as they “bring numbers to life” to tell stories with numbers.*
- *Allowed students the opportunity to transfer knowledge across curricula. They were also able to engage in a civic responsibility and think beyond themselves while assisting worthy causes.*
- *Supported students working in small groups and following a recipe called “Project Directives.” The process also required students to continuously reflect on their work and to demonstrate how well they understand the community they work with.*
- *Provided opportunities for students to practice their presentation skills, giving presentations to pitch their findings to a group of individuals and stakeholders. Students also produced written reports that were research-based and modeled a business plan in several of its major components, such as a mission statement and an executive summary.*
- *Over the course of their individualized projects, students interacted with several people, designed unbiased questionnaires, conducted interviews, utilized software, and applied sophisticated mathematical ideas to find suitable solutions and offer concrete recommendations.*

At a Glance:

Project-Based Statistics Engages Community

Working with the Andover Bread Loaf project, students addressed the impact that working with young children has on students and measured the effect that the creative writing aspect of the course has on our students. Toward the end of the academic year, students took the liberty to construct and design their own projects that reflected their true passions. Another group decided to evaluate the nutrition of Andover students based on their personal experiences, while a different cohort decided to focus on how students who participate in the Community Engagement programs are distributed, based on demographics such as grade level, gender, and ethnicity. Yet another group measured the effectiveness of conference period at school.

“Project-Based Statistics rekindled my passion for mathematics by allowing me to bring positive impact to my community.”

—Adam Mofid '20



Fellows in Focus



Students design posters in celebration of the GSA 30th Anniversary

Tang Institute Fellow Marisela Ramos: *The Rainbow at PA*

Equity & Inclusion is a core area of inquiry at the Institute; we are committed to supporting Andover in continued progress toward full equity by enhancing our educational program and support systems to prepare our students and create a community where youth from every quarter have every opportunity to thrive and succeed at Andover.

Through her project, [*The Rainbow at PA: Making the Invisible Visible*](#), Marisela Ramos is helping implement strategies for making Phillips Academy a campus that visibly represents our commitment to creating an “equitable and inclusive school” for LGBTQ identities. This year her work continues the longstanding leadership of Andover in this area, something celebrated at the 30th Anniversary GSA conference, highlighted below in more detail.

“There are a few key places on campus where we can see acknowledgement of LGBTQ identities, but one of the conundrums of sexual orientation is that it is not necessarily something that is visible. Yet LGBTQ people often rely on visual cues to determine the safety of a place and whether that is a place where they can belong.”

—Marisela Ramos
Tang Institute Fellow



Marisela Ramos, Tang Institute Fellow

Project Highlights: *Enhancing Understanding*

- Students in Gender Studies course contributed to the design of a PA safe-zone sticker—one that is unique to us.
- Worked with Dr. Roberts on an archival project and with Jamie Kaplowitz Gibbons on designing a teaching module using the Addison’s collections.
- Integrated more LGBT themes into language courses.
- Continuing to find creative ways of integrating LGBTQ histories into the history curriculum.



Fellows in Focus

Tang Fellow: Nicholas Zufelt, The Data-Driven Classroom

The main purpose of the Data-Driven Classroom project was to increase awareness about and opportunity for incorporating data-backed practices in the classroom. This project has taken many forms across disciplines—last counted, Zufelt had interfaced with around 10 different classrooms/teachers across almost every academic department.

Project Highlights: Working Across Disciplines

- Worked with Kiran Bhardwaj's *Ethics of Technology* (Philosophy and Religious Studies) class to help students reason through some topics that require sufficient technical background knowledge to support their ethical arguments.
- Collaborated with Andrea Bailey (and hopefully in the future, her Biology department colleagues) on incorporating a more statistically-backed experimentation process into BIO580 using R, the industry standard statistical programming language.
- Planned toward working with Hijoo Son and Paige Roberts on adding an entire one-to-two week section of their new history elective (HSS511: *Silences and Gaps: Chinese Students at PA—* offered this fall!), exploring the PA archives using data visualization and analysis.
- Explored ways to help teachers track and report on student participation, an integral part of language department's classes.
- Worked with Edwin Escobar on developing an app for him to quickly and regularly track exactly the metrics he would like for his students regarding their participation in class, sending regular reports to his students. The main goal of this is to make a student's participation grade feel more objective and make progress more apparent. Planning is underway to test this in classes this year.
- Worked with Mike Barker/the OWHL on increasing opportunity and access across academic departments for the new Data Lab and Data Wall in the renovated library. Our goal is that, like the makerspace, these incredible new spaces can be viewed by all faculty as potential areas for exploration for their classes.



Nicholas Zufelt working with students

“In short, I would say that the project gave me the chance to explore many different opportunities for adding data-driven practices across campus, and most of these projects are far from over. It’s a movement!”

—Nicholas Zufelt
Tang Institute Fellow



Convening and Sharing



The Pedagogy Book Club met monthly during the 18-19 school year to discuss chapters from Zaretta Hammond's book, *Culturally Responsive Teaching and the Brain*.

Our 2019-2020 events focused on topics that amplified and encouraged deeper discussion about our fellows' work, giving us the opportunity to share our learning with the Andover community and with partners locally and globally. In total we hosted 42 events and also supported additional meetings.

Community Events

Our community events included our twice-monthly Lunch & Discussions series, which continue to be a forum for community learning and the exchange of ideas. Highlights included discussions into how we approach food justice on our campus, a visit to the *From America to Americas* art display to engage with the artists who created the exhibit's images, methods of tracking student participation with discussion maps, and project-based statistics. Our fellows led many of these discussions, and were often joined by teachers and administrators from schools across the region and the country. These visits allowed teachers and administrators from other schools to learn from our Tang Fellows and engage in dialogue with members of our community; we regularly received positive feedback about both the individual presentations and the fellow-based approaches to professional learning of the center itself.

The Tang Institute also hosted a range of pedagogical learning opportunities for faculty on campus. Almost 50 faculty members participated in three different Global Online Academy (GOA) online courses this year. We were able to leverage the space of the Tang Institute to provide in-person follow-up and coaching for faculty members in these courses, benefitting from the nationwide online community as well as the local community of learners here. This hybrid approach gave a range of faculty exposure to new ideas in assessment and learning and inspired productive conversations about how best to use technology in our own classrooms. Our Pedagogy Book Club (*shown in photograph above*) continued to convene monthly meetings to bring together faculty and staff to discuss contemporary educational literature such as Zaretta Hammond's, *Culturally Responsive Teaching and the Brain*.



This year's workshop "Niswarth: Process Is the Product," shared with other educators best practices for designing effective global learning opportunities for students.

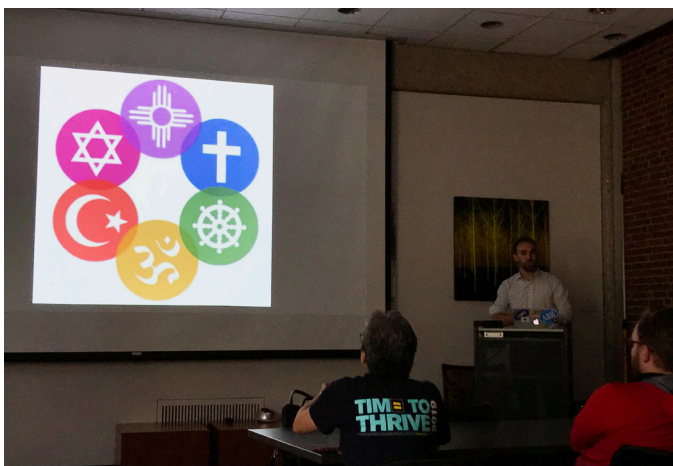
Pictured here is an Andover student engaging with the local community during a recent LITW program in India. This year's workshop on campus, "Niswarth: Process Is the Product," shared with other educators best practices for designing effective global learning opportunities for students.

Extending Our Reach: Conferences and Workshops

Niswarth Workshop

Tang Fellow Raj Mundra hosted an on-campus, two-day workshop that brought together educators and school leaders from across New England to learn about a flagship *Learning in the World* program, "Niswarth." Exploring the [Niswarth Model](#), participants dug into what it takes to develop a global education program that sheds expectations to produce a final 'product' and instead invites participants on a journey focused on the core values of empathy, humility, and gratitude.

"One key aspect that allows Niswarth to be a successful model is deep relationship building before the program begins," said Mundra. "It can be challenging to find the appropriate community partner who understands Niswarthian values, can articulate their own goals, trust that through inclusive collaboration and shared humanity a project will emerge, and support their participants prior to and post-program. A continuous dialogue and deep respect for the local community helps to build cross-cultural trust and confidence that emergent projects will respond to local needs."



Kurt Prescott presenting at the GSA 30th Anniversary.

GSA 30th

The 30th anniversary of the Gender Sexuality Alliance (GSA) on campus was an opportunity for the Tang Institute to bring together several of our partners. We sponsored and hosted five graduate students from the Klingenstein Center at Teachers College, Columbia University, who engaged in the weekend's events and had thoughtful conversations with a range of faculty here. Tang Fellow Kurt Prescott presented to an audience of educators and alumni about the innovative work in teaching in inclusive classrooms that he has done with Harvard Divinity School's Religious Literacy Project. Another highlight was the discussion, *"I Had a Dream: All-Gender Housing at PA,"* led by Karissa Kang '17, who pioneered the idea of establishing an all-gender dorm on the Andover campus.

TEDxPhillipsAcademyAndover

We also held our third consecutive TEDx conference, put on in collaboration with Mike Barker and the OWHL team. This event brought a dozen student speakers to the stage, sharing their views on "smart cities," racial disparities in the criminal justice system, and the health benefits of laughing yoga. This event continues to be a popular way for students to engage with the Tang Institute while practicing their research and public speaking skills.

Student talks have been viewed almost one million times in total, with Olivia Lai's talk, "Asian Doesn't Start with A+," earning more than 630,000 views as of this writing. David Onabanjo's talk, "How to Tie a Tie Like a Black Man" has been used by educators at two different Massachusetts schools in discussions of race and identity with their faculties.

"Returning to visit the Tang Institute and also celebrate the GSA's 30th anniversary filled me with pride to realize that I am part of a community that continuously empowers youth to live authentically and flourish. Now an educator, I was inspired and grateful to engage with teacher leaders at Andover who strive to design a curriculum responsive to pressing issues like social justice and climate change and to curate a sense of belonging that students can emulate to build their own inclusive communities wherever they go."

—Bernell Downer, '96

Graduate student at the Klingenstein Center for Private School Leadership at Columbia University



Bernell Downer



Students from the 2019 TEDxPhillipsAcademy conference pose after a successful event.

Mindfulness Speaker Series

Our yearlong Mindfulness Speaker Series was open to the public and had more than 500 people—including educators from 10 schools—taking advantage of this programming that spanned the academic year. Two of our speakers, Matthew Hepburn and Sebene Selassie, also offered specific programming to students and faculty of color on campus—a good example of the ways in which mindfulness work also supported school-wide equity and inclusion efforts.

In April, we hosted the first meeting of Boston-area school-based teachers of mindfulness. This gathering allowed public and private school teachers to talk about their work teaching mindfulness in schools, and helped to create a supportive and mutually enriching community of learners. Educators from public schools in Andover, Methuen, and Burlington attended this inaugural meeting, and we are eager to deepen our partnerships with these schools and organizations in the year to come.

All three of our speakers have agreed to return this coming academic year, and we will continue to build out additional programming for school-based teachers of mindfulness in the surrounding



Alexis Santos leads a daylong mindfulness workshop in Davis Hall.

communities. This public-facing programming is made available free of charge to members of the local community, and is something the Tang Institute is able to offer due to the generosity of its supporters. It is a distinctive aspect of the mindfulness work done at Phillips Academy: while many schools have internal mindfulness programs, they do not have the public-facing aspect that provides education to the broader community.

“As an elementary teacher who teaches mindfulness to my first graders, your events not only benefit me personally but also help my students. I admire how the Tang Institute is helping to build community among students, teachers, and residents in Andover and beyond. You are helping to both introduce mindfulness to individuals who are just starting to learn about it, while also providing a space for all who wish to go deeper into their mindfulness practice. You are building community. To practice alone is one thing, but to get to practice in community while being led by a master meditator, certainly is a gift. You are also performing such a service to students everywhere. The embodiment of mindfulness for a teacher of any age group is incredibly important for the students that they serve.”

—Irene Farmer

Andover Resident, Elementary Teacher, Burlington Public Schools



Partnerships



The Institute hosted 11 Lunch & Discussions during the 18-19 school year. The photo above shows a lunch discussion led by 18-19 student body co-presidents Keely Aouga and Nick Demetroulakos.

Partnership is central to the work of the Institute—and has been a central priority since our founding. Over the course of the 2018-19 school year, we expanded and deepened Institute conversations and projects in tandem with schools and other organizations. In particular, the development of the EduCompass platform, which has been leveraged for both placement and validation purposes in mathematics, music, and world languages, added three new partner schools—St. Paul's School, Williston Northampton School, and Peddie School—in addition to ongoing work with St. Mark's School, Wilbraham & Monson Academy, and Loomis Chaffee School, and continued collaboration with PA's (MS)2 Outreach program and Summer Session. Engaging with partner schools has provided the

opportunity to gather insight into teacher, administrator, and student use of the platform as well as refine the underlying data structures of EduCompass.

2018-19 marked the second year of collaboration with School Year Abroad (SYA) on the hybrid AP calculus course. Run in conjunction with SYA's Zaragoza, Spain campus, student reflections on their participation in the class focused on appreciation for the hybrid course structure, as they gained valuable experience with learning in both in-person and virtual contexts as well as through individual and group means. Further, SYA students lauded instructor Matt Lisa for authentically engaging them in the study of calculus despite the geographic distance between Andover and Zaragoza.

“After over thirty years’ teaching it is tempting to think one has little more to learn of transformative significance, but visits to outstanding schools like yours, and having conversations with educators imbued with such rich talent and passion as I was able to have, serve as a reminder that there is always opportunity to see new and better ways of doing things if one only takes the time to look beyond one’s horizon.”

—Chris Barry

Head of Science, Harrow School

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Public school leaders and educators from Wayland, Mass, joined us in discussion about student learning.

The school year also provided a number of opportunities to engage with educators from a variety of settings. On-campus visits and discussions included connections with colleagues from St. John's Prep's (Danvers, MA) Centers for Innovation & Design and Justice & Peace; Wayland (MA) Public Schools' superintendent as well as members of the district's teaching faculty and administrative teams; and representatives from The Winsor School's academic support and wellness departments. In addition, in-person and virtual conversations took place with teams from Big Picture Learning, Wheaton Academy (IL), Westminster Schools (GA), and Ad Astra School (CA). Partner engagement on Heidi Wall's "*Promoting Mastery through Portfolio Assessment*" project has involved ongoing discussions with Brooks School (MA), Souhegan High School (NH), Sanborn Regional High School (NH), and High Tech High (CA).

A series of global conversations manifested during the year, with a principal focus on sharing the work of Institute projects and teaching and learning at PA more broadly. Visitors included colleagues from Le Rosey (Switzerland), Harrow School (England), Aliat Universities (Mexico), The Affiliated High School of National Taiwan Normal University, Appleby College (Canada), and the Embassy of Uruguay. Importantly, we continue to be in conversation with our local, Merrimack Valley partners about teaching and learning as well as opportunities to participate in joint events and programming. Connections include ongoing discussions with the Lawrence Youth Development Organization,

the Cormier Youth Center (Andover), and the Town of Andover's director of business, arts, and cultural development, among others.

Visitors described on-campus conversations as opportunities to reflect on their own pedagogical practice while also considering the "why" and "how" of engaging in new forms of teaching and learning. Discussions with others have continued to provide opportunities for Institute fellows to share insight into their project work and articulate the impact of their efforts on students and fellow teachers. As well, discussions on topics and projects offer the chance for iteration and innovation; early ideas and embedded teaching practices were refined through collaborative reflection on project-specific work and pedagogy more broadly.

Looking ahead to the coming year, we have been engaged in sustained conversations with the [Religious Literacy Project](#) and the [Opportunity Insights lab at Harvard University](#). Joint work is also being planned with the [Klingenstein Center](#) at Teachers College.

We are planning ways for our faculty fellows to support these educational initiatives, and we will be eager to update you on these projects as they continue to unfold.



Learning in the World

This year **Learning in the World** continued to be an increasingly popular, enriching program for students. Close to 200 students took part in 23 different Learning in the World and Performance in the World faculty-led programs as well as an array of affiliate programs, including 18 student participants in the new [“Adventures in Ancient China”](#) program. In line with recent years, an increasing number—the majority—of students took part in spring break programming, taking advantage of this year’s faculty offerings to China, the Dominican Republic, and Morocco. With summer, yearlong, and spring break programming focused on history, art, culture, language, community engagement, and sustainability, among other areas, students have the opportunity to explore personal interests, appreciate the complexity of transnational issues, and indulge their curiosity around new themes and topics.

Affiliate programs continue to offer a variety of unique experiences for students, engaging them in makerspace and outdoors contexts and linking them to language and leadership programs through summer, semester, and yearlong programs. The [INESLE Institute of Spanish](#) (Madrid, Spain) program has proven to be the most popular of affiliates, with 20 students taking part during the 2019 summer program. Similarly, PA students opted for summer and yearlong participation in [School Year Abroad’s](#) programs in France, China, Italy, and Spain.

During the **2019-20 school year**, we look forward to relaunching the Civil Rights program under new leadership and with an updated and expanded itinerary. As well, we continue to gather quantitative and qualitative feedback from students about their experiences and aim to meet demand—for expanded spring break offerings, for example—for new types of programs, themes, topics, and experiences. Broader conversations related to program assessment and evaluation have continued as well, particularly with Eight Schools Association global education directors and international education researchers; we plan to advance those discussions during the coming school year.

Looking ahead, we are excited to support the maturation of the Learning in the World as it integrates more fully into the Andover curriculum, reflective of the aspiration for Tang Institute programming. To that end, a task force led by Carmen Muñoz-Fernández has begun exploring opportunities to further globalize the Andover student experience by broadening and deepening programmatic offerings, both within and outside of the classroom.



An impromptu opportunity to connect with locals in Morocco

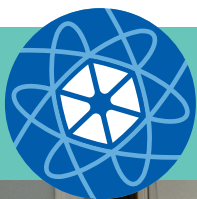


Students sharing a meal during the Yachana Ecuador program



“The idea is not that we want to help the world. The idea is that we want to go out and learn from the world.”

–Carmen Muñoz-Fernandez
Director, Learning in the World



Conclusion



A podcast with Tamar Szabó Gendler '83, dean of the Faculty of Arts and Sciences at Yale University, focused on the changing face of higher education and the responsibility prestigious institutions have in owning their histories.

It has been a privilege to deepen my commitment to the Andover community in this new role. I'm delighted to report to you on a year of progress at the Tang Institute and across the Andover curriculum. We look forward to updating you regularly during the upcoming school year on our growing areas of inquiry and highlights from our new and continuing faculty fellow projects.

Thank you for supporting our efforts and our ongoing culture of learning at Andover. I would also like to express my deep gratitude to our departing Head of School, John G. Palfrey, whose vision helped bring the Tang Institute into being and whose ongoing support has inspired us to reach for a broad vision of Phillips Academy as a private school with a public purpose.

As ever, we appreciate connecting with you regularly. This fall we especially encourage you to come visit us and join us for our events in our new location on the

second floor of the renovated, state-of-the-art Oliver Wendell Holmes Library (OWHL). Also feel free to [share feedback](#) and ideas with us directly. If you haven't [signed up to receive the regular newsletter](#) of the Tang Institute, "Notes on Learning," I encourage you to subscribe online and receive updates on our news, events, and deeper reads.

My second year as the Currie Family Director is underway, and I bring to the role undimmed enthusiasm for the work of the Tang Institute. The quiet of August will soon be replaced by the joyous energy of the fall and a new academic year. Until then, we send you best wishes for the remainder of your summer days!

Best,

Andy Housiaux & the Tang Team



“I see the Tang Institute as Andover’s contribution to a highly distributed, global conversation about the future of education—and it allows our teachers and our students to tap into that excitement.”

–John G. Palfrey, P’21 and P’23
15th Head of School

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exists to support student learning. We fund faculty fellowships—often in interdisciplinary teams—to learn about and engage with central questions in education today. We also connect our learning with other educational leaders, sharing and growing our best ideas with local and global communities. Visit us at tanginstitute.andover.edu.



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