

Introduction to Girls' Schools: 2017 Course Overview & Past Participant Schools

Unit 0

All participants start with an online learning orientation. The primary purpose of this unit is to introduce participants to their course facilitator(s) and classmates. The orientation includes information about how to navigate the learning platform, features of the course, and guidelines for discussions and interactions. Participants also learn about NCGS and One Schoolhouse.

Unit 1

Every week of the course is divided into two sections: content and engagement. Participants are expected to spend approximately two hours reading, watching, and understanding the delivered primary and supplemental content. They then spend approximately two additional hours engaging with their fellow participants and the course facilitator(s) to apply the knowledge learned. Participants and facilitators report the primary power of this course is the engagement happening between participants and with facilitators.

The objective of the first week is to give grounding for course participants in girls' school education. The unit begins with the biggest of pictures: becoming familiar with the definition, structure, governance, and culture of girls' schools. Participants then hear from a panel of experienced heads of girls' schools. At the end of this unit (and every following unit), participants are asked to apply what they have learned to case studies and to engage in a discussion with their fellow participants. In Unit 1, participants are asked to describe how they will introduce themselves to their students on the first day of class. They are also asked to articulate what they find most attractive and engaging about the mission, purpose, and goals of their new school.

Unit 2

In Unit 2, participants are introduced to the primary research on girls' education. Participants focus on two NCGS studies: the UCLA study *Women Graduates of Single-Sex and Coeducational High Schools: Differences in their Characteristics and the Transition to College* and the HSSSE study *Steeped in Learning: The Student Experience at All-Girls Schools*. Participants also read reports from the Laurel School Center for Research on Girls. In addition, participants hear from a panel of alumnae of girls' schools in order to give them a greater sense of the power of girls' school culture. At the end of the unit, participants are asked to engage in a case study requiring them to apply the research and a discussion about the alumnae comments.

Unit 3

In the third and fourth weeks of the course, the learning objectives shift from the theoretical to the practical. In Unit 3, participants consider a series of key questions: What makes girls tick? What have teachers at our institutions found to be effective strategies in teaching girls? In what other ways can we support our students? To get at these questions, participants hear from two panels of educators: second year teachers on what they wish that they knew heading into their work at girls' schools and experienced teachers about what they have learned over their careers. Participants also learn about concepts that have become familiar in girls' schools over the last few years, such as "growth mindset" and "mindfulness." At the end of the unit, participants apply knowledge learned to a case study relating to typical classroom challenges and engage in a discussion about how best to foster a growth mindset in girls.

Unit 4

The final unit of the course is designed to help participants synthesize the experience they had in the course and use that experience to set goals for the school year. The only piece of new content in this unit relates to collaborating with parents at girls' schools. Participants learn to work with parents as partners and to think through proactive strategies for engaging parents. Beyond that, participants self-reflect and write a letter to themselves setting goals and receive feedback on those goals from the facilitator(s).

Past Participant Schools (2014-present)

Ashley Hall	Julia Morgan School for Girls	St. Clement's School
Atlanta Girls' School	Katherine Delmar Burke School	St. Margaret's School
Bayside Academy	Lacordaire Academy	St. Mary's Episcopal School
Branksome Hall	Lauralton Hall	St. Paul's School for Girls
Brighter Choice Middle School	Laurel School	Stone Ridge School of the Sacred Heart
Carondelet High School	Loreto College	Stuart Country Day School of the Sacred Heart
Castilleja School	Louise S. McGehee School	Tara Anglican School for Girls
Columbus School for Girls	Louisville School	The Archer School for Girls
Connelly School of the Holy Child	Marlborough School	The Agnes Irwin School
Convent of the Sacred Heart Elementary School	Miss Hall's School	The Ellis School
Crofton House School	National Cathedral School	The Ethel Walker School
Emma Willard School	Oldfields School	The Hewitt School
Forest Ridge School of the Sacred Heart	Purnell School	The Hockaday School
Foxcroft School	Rosary High School	The Webb Schools
Girls Athletic Leadership School (GALS)	Sacred Hearts Academy	Trinity Hall
Girls Preparatory School	Saint Joseph Academy	Ursuline Academy of Dallas
Harpeth Hall School	Saint Mary's School	Wenona School
Holton-Arms School	Seattle Girls School	Westover School
Holy Names High School	Solar Preparatory School for Girls	Westridge School
Hutchison School	Springside Chestnut Hill Academy	York House School
	St. Agnes Academy	YULA Girls School
	St. Catherine's School	