From the Director

Dear Fellows and Alumni,

This program is only as good as the principals we select each year. With the induction of the 2011 cohort (see p. 3 for story), the Cahn Fellows Program is now 197 principals and leaders strong. And with each cohort we tighten the selection process to ensure that our members are as outstanding as they were in 2003.

You are our best measure for protecting and promoting the brand - what it means to be a Cahn Fellow, and a growing number of Cahn Alumni, like Jeff Scherr (CF 07), have participated in the selection process to help us do just that.

The Cahn Fellows Program is the only one of its kind, designed to honor the most outstanding leaders and built on the belief that your strengths can make you stronger as a collective.

As ambassadors of the program, we would be honored if you listed the distinction of being a Cahn Fellow on your resume and in your biography. The more people that know who is a member of this distinguished group, the stronger and more meaningful the distinction will be. If you haven’t already done so, please take a moment to do so now…

Another way you can demonstrate that you value this network and the resources we provide (see p. 10 upcoming events) is by making a generous contribution of $100 to the program by visiting https://info.tc.columbia.edu/pls/wwprod/bwakcgft.P_personinfo.

Your contribution is the most persuasive argument we can make to funders that you value this program, and to show our appreciation, Chuck Cahn will host a dinner at his home for the alumni cohort with the highest proportion of contributions.

Last year 30% of alumni made a contribution by the end of our August 31 fiscal year. So far this year, 21% have made a donation and our goal is 40% by August 31.

If you value this program and the benefits of being a Cahn Alumnus, please make your gift today.

Krista Dunbar, Program Director

PRINCIPAL RAMON GONZALEZ RECEIVES THE SLOAN AWARD FOR PUBLIC SERVICE

Ramon Gonzalez
M.S. 233 Principal
2007 Cahn Fellow

The Fund for the City of New York has named Ramon Gonzalez, principal of M.S. 233, The Laboratory School of Finance and Technology in Manhattan and 2007 Cahn Fellow, as one of six recipients of the 2011 Sloan Public Service Award.

Widely regarded as the Nobel Prizes of City government, the Fund has recognized City employees at all ranks and levels of government through the Sloan Award since 1973. The program annually honors outstanding civil servants whose work performance and commitment to the public transcend not merely the ordinary but the extraordinary.

For more on Gonzalez and the transformation of M.S. 233, go to page 4. A link to the full version of the New York Times Magazine feature on Gonzalez’s principal ship can be found at http://www.nytimes.com/2011/04/10/magazine/mag-10School-t.html?pagewanted=1&_r=1
FROM THE BOARD: KEEPING CURRENT

May 23rd Cahn Fellows and Alumni Spring Reception and May 24th Partnership for Urban Education Networking Event

By Carmen Fariña
Cahn Board Member and Former NYC Deputy Chancellor of Schools

Spring is a time for celebrations and community building and I am looking forward to doing both with Cahn Fellows and Alumni in May!

It is my pleasure to invite you to partake of wine, cheese and other tidbits at a Spring Reception at my home on May 23rd from 4 to 7pm. Kindly respond to cahnfellovs@tc.edu.

I have also invited Public Advocate Bill de Blasio and hope that you can join Bill and I, as well as my husband Tony and the rest of the board in toasting and reflecting on your achievements!

On May 24th, please join me, the Cahn Fellows Program, World Savvy and the International Dyslexia Association of New York for a Partnership for Urban Education networking event.

Being on the Cahn Fellows Board of Directors gives me the unique opportunity to consider the many challenges faced by City principals as well as witness the tremendous contributions that you make to your schools, students and community. This reception allows us a chance to toast and celebrate you and your school’s accomplishments this year.

McFarlane said, “This is a great opportunity to share all the fantastic things our school community does to serve our students. We are all truly humbled by this recognition.”

With an alliance of more than 60 educators, researchers and officers of national associations and foundations dedicated to improving schools for adolescents across the country, The National Forum’s mission is to unite key stakeholders to speak with a common voice to leverage research, policy, leadership and replicable model practices to drive middle grade reform.

Debbie Silver will serve as keynote speaker of the Friday luncheon address. Conference presentations will be held at the Crystal Gateway Marriott in D.C. on Friday and Saturday.

For more information about National Schools to Watch or to register for the Washington June Conference, go to www.schoolstowatch.org.
SELECTING AND WELCOMING THE 2011 COHORT
By Jeff Scherr
Francis Lewis HS Principal Emeritus, Cahn Fellow 2007 and Selection Committee Member

For the second year, I have had the honor of being part of the Cahn Fellows Selection Committee. Not only did this process provide me with the opportunity to “give back” to the Program, it also allowed me to witness firsthand many of the great things taking place in New York City Schools.

This is invaluable as I serve in my new role providing mentoring and supervisory support for Cluster 2 and Children First Network 201.

I was very proud to be present when the Cahn Fellows 2011-12 cohort was inducted at our April 5th Welcome Reception at Teachers College. The Cahn Alumni, TC faculty and honored guests at the event provided a fitting finale to a most professional process and learning experience.

This year’s application process actually began with a debriefing following the 2010-11 selections. We revised the application, scoring rubric and visiting protocol to better reflect the goals of the program. Then, in the Fall of 2010, following an initial screening, members of the selection committee received 10 applications to review and rate.

A full committee meeting during which scores were reviewed followed, and applicants were selected for the final step, school visits. I visited four sites with Program Director Krista Dunbar, meeting with the candidates, their faculty, administrative team and with students.

We also spent considerable time visiting classrooms to see firsthand the impact of the candidate’s leadership skills and vision. We then evaluated the visit on a separate rubric.

As the final step, we, along with Program Co-Founder Chuck Cahn collaborated and reviewed all the findings and selected the 23 new members of Cahn Fellows, including two from Newark, New Jersey.

Twenty-three principals from New York City and Newark, New Jersey are inducted into the Cahn Fellows Program 2011 Cohort at an April 5th Welcome Reception at Teachers College (Frank DeSario not featured). Photo Credit: Lisa Farmer, Teachers College

TEACHERS COLLEGE WELCOMES NEW SCHOOLS CHANCELLOR
Walcott Delivers First Public Speech at TC Academic Festival
Excerpts and Photos by the TC Record

Dennis Walcott, New York City's new schools chancellor, spoke at Teachers College’s third annual Academic Festival on April 16.

“I view my transition to the role of chancellor as an opportunity for us to begin anew, because 1.1 million students are counting on us to get it right,” Walcott said.

The Chancellor pledged civility in the debate around school reform, and he pledged to work with teachers, principals, the United Federation of Teachers and parents to engage in honest discussion and meaningful reform. In order to improve education, he called for a spirit of “listening and working together.”

Walcott later alluded to looming New York City budget cuts and teacher layoffs as he warned against the polarizing debate between public and charter schools.

He delivered the keynote address at Cowin Center before a packed crowd of media, Teachers College faculty, staff and Cahn Alumni including P.S. 176 Principal and Cahn Fellow 2008 Arlene Bartlett and Program Director Krista Dunbar.
On a recent morning, Ramón González (CF 07), the principal of M.S. 223, a public middle school in the South Bronx, arrived at work as usual at 7:30. González had a busy agenda for the day. Among other things, he needed to get to work on a proposal for the city’s Department of Education to expand 223 into a high school.

There was also the matter of the eye tests. For five straight days, González had been trying to get through to someone at an organization that does free vision tests at public schools and fits children with glasses on the spot. “I can guarantee you right now that at least 20 percent of our kids need glasses.”

Hanging on the bulletin board above him were the school’s last three report cards from the city, straight A’s, and an elaborately color-coded chart tracking all of his 486 students’ test scores. “I can guarantee you right now that at least 20 percent of our kids need glasses.”

Principal Ramon Gonzalez greets his students at M.S. 233: The Laboratory School for Finance and Technology in the Bronx. Photo Credit: New York Times Photographer Jeff Riedel

González has been principal of M.S. 223, on 145th Street near Willis Avenue, since the school’s creation in September 2003. One of the first schools opened by Joel Klein, the New York City schools chancellor at the time, 223 was intended to help replace a notoriously bad junior high school that the city had decided to shut down.

Thirteen percent of its first incoming class of sixth graders were at grade level in math and just 10 percent were at grade level in English. Last year, after seven years under González, 60 percent of its students tested at or above grade level in math and 30 percent in English. Not something to brag about in most school districts, but those numbers make 223 one of the top middle schools in the South Bronx.

According to its latest progress report from the Department of Education, which judges a school’s growth against a peer group with similar demographics, 223 is the 10th-best middle school in the entire city.

Success stories like this in high-poverty neighborhoods are becoming more common in the era of charter schools, but 223 is no charter. There is no clamoring of parents trying to game a spot for their kids in a lottery, no screening of applicants, no visits from educators hoping to learn the secret of the school’s success, no shadow philanthropist supplying Kindles™ to all of its students.

M.S. 223 is just a regular public school.

In February, 223 received an unexpected visit from a space planner for the city, which the principal knew could mean only one thing: a charter school was coming to his building.

The D.O.E. says that it was only considering a charter at 223 and that González’s lobbying was largely irrelevant to its final decision. Either way, it was just another obstacle for the principal to overcome, along with developing and retaining young teachers, engaging parents and getting free eye tests for his students.
I recently received the overwhelming honor of being named a distinguished principal in the 2011 cohort of Cahn Fellows as well as the Terrell H. Bell Award for Outstanding Leadership by the U.S. Department of Education.

This DOE distinction has earned my school, P.S. 335, The Granville T. Woods School in Brooklyn the very prestigious National Blue Ribbon Award. Ten principals out of 310 Blue Ribbon Schools were named for improving student achievement to high levels, especially among disadvantaged students. The program is part of a larger DOE effort to identify schools where students attain and maintain high academic goals, including those that beat the odds.

When I became principal of P.S. 335 in 2003, the school had a 30% passing rate on the New York State mathematics test and 26% on English Language Arts. Now we have a 97% passing rate in math and 87% in ELA. Our school transformation showed the most gains of any other 4th-grade students in New York state in Math and English!

I credit my doctoral research on transformational underachieving schools in poor urban areas in moving my school to its current success. I also held myself, my staff, students and parents to very high standards, providing the necessary resources to support the school community in meeting these goals.
As founding principal of the South Bronx Academy for Applied Media (SBAAM), I have conducted numerous learning walks throughout our school community. During these walks, I along with my Cahn Ally and Assistant Principal Andrea Lawrence noticed pockets of excellent, sound instruction. Our goal is to replicate the teaching and learning in these exemplary classrooms across the school.

Hence for our 2010 Challenge Project, we decided to explore the question, "How do we support and supervise teachers to help them improve their quality of instruction?"

Over the course of our Cahn Fellowship year, we have come to firmly believe, even more than we did before, that quality instruction has yielded quality results at our specialized middle school.

In November of 2010, it was our pleasure to be contacted by the New York City Board of Education’s (DOE) Talent Office and presented with the opportunity to have our instruction techniques filmed to support the development of other New York City school leaders and teachers.

The Talent Office sought to highlight the exemplary school leader practices employed at SBAAM and other top performing NYC schools. The DOE also wanted to learn more about how the learning communities that we have created over the years have impacted student achievement and the school environment for our 276 intermediate students.

This unexpected opportunity by the DOE provided the perfect visual to highlight the results of our school learning walks which showcase how we had replicated our school instruction model for our Cahn Challenge project.

We then identified two English Language Arts teachers who demonstrated strengths in key areas of the Framework for Teaching by Danielson.

The video captures their teaching experiences and their collaboration with our ELA Consultant and Data Specialist. We will incorporate several clips from the DOE video during the Cahn Fellows Program’s 8th Annual Leadership Conference on June 10th. Our Challenge Project presentation will showcase exactly how we supported teachers to help them improve their quality of instruction at SBAAM.

The DOE is adding a new tab to ARIS to be the learning management system, ARIS Learn, to support New York City educators in their growth and development.

The video of our school will be integrated into ARIS Learn to represent effective teaching and to demonstrate the value of implementing these instructional practices. ARIS Learn will empower teachers and school leaders to take ownership of their development in an individualized and differentiated fashion.

Check out our link at w w w. n y c d o e. o r g / ARISLearn.
JUNE 10th LEADERSHIP CONFERENCE AGENDA

8:00am - 8:30am
Registration & Coffee  
Milbank Chapel Atrium

8:30am - 8:50am
Welcome and Framing of the Day  
Milbank Chapel

Krista Dunbar, Director, Cahn Fellows Program  
Carmen Farina, Former NYC Deputy Chancellor of Schools  
Cahn Fellows Program Board Member

9am - 10:20am Breakout Sessions 1
Milbank Chapel

Effective Vertical Inquiry Teams  
Ann Gordon Chang and Karen Pang, P.S. 085, PK-5, Queens  
Giselle McGee and Katie DelloStritto, P.S.058, PK-5, Brooklyn

Success for All:Balanced Literacy for Students with Autism  
Jaynemarie Capetanakis and Joann Yenzer, P.S. 69, K-5, Brooklyn  
William Fiorelli and Florence Gorsky, P.S. 037, PK-12, Staten Island

Higher Order Thinking (HOT)  
Rosemarie Nicoletti and Erica Williams, P.S. 197, PK-5, Brooklyn  
Alicia Winnicki and Alain Beugoms, P.S. 034, PK-5, Brooklyn  
Liset Isaac and Amy Muscarelle, P.S. 192, PK-8, Brooklyn

10:30am - 11:50am Breakout Sessions 2
Milbank Chapel

Establishing and Sustaining Partnerships  
Yvrose Pierre and Marie Bernier, 9-12, Brooklyn Transition Center  
Randy Asher and Crystal Bonds, 9-12, Brooklyn Technical High School

Designing Responsive Learning Communities For Students with Special Needs  
Bill Bassell and Ignatio Accardi, Long Island City High School, 9-12, Queens  
David Vazquez and Vanessa Greaves, UA School for Writers and Artists, Bronx

Our Leadership Journey: Supporting Staff towards More Effective Instruction  
Roshone Ault Lee and Andrea Lawrence, M.S. 296, 6-8, Bronx  
Marc Harris and Lori Sotnick, P.S. 4, K-5, Staten Island

12pm - 1:20pm Breakout Sessions 3
Milbank Chapel

The Power of Fluency  
Linda Benigno-Beal and Lori Falzone, The Bergen Beach School, Brooklyn  
Kathy Peknic and Vicky Guadagno, P.S. 018, PK-5, Queens

Achievement: In the Heights  
Rafaela Landin and Washington Hernandez, The Luis Belliard School, PK-5, NYC  
Erica Zigelman and Carlos Guzman, M.S. 322, 6-8, NYC

Adopting An Expeditionary Learning Model  
Pat Tubridy and Denise Harper, Channel View School for Research, 6-12, Queens

A New Building to Actualize a Mission and Vision  
Brett Kimmel and Keri MacNeil, WHEELS, 6-12, NYC

Creating Conditions for a Collaborative Community  
Myrna Rodriguez and Camille Forbes, Jose Celso Barbosa School, 3-5, NYC

Data Folios in a Data Room  
Melessa Avery and Sylvia Egal, P.S. 273, K-5, Brooklyn

12:30pm – 1:30pm
Luncheon Reception  
Grace Dodge Dining Hall

1:30pm – 2:30pm
Awards Ceremony  
Grace Dodge Dining Hall

RSVP TODAY TO THE JUNE 10TH LEADERSHIP CONFERENCE
CLICK http://www.cahnfellows.org/rsvp
The Association of Dominican-American Supervisors & Administrators (ADASA) held its first annual education conference on Saturday, April 2, at Teachers College. The Cahn Fellows Program was a proud sponsor of this event.

The theme of the conference was “Our Time, Our Place, Our Move” and over 150 educators, parents, students and community leaders were in attendance.

The I.S. 52 marching band convened the event with its drum corps and inspired renditions of “New York State of Mind” and the Dominican national anthem by the all-girls choral group implored the audience to encourage students to believe in themselves with Whitney Houston’s “Greatest Love of All.”

ADASA President Milady Baez urged the audience to use their leadership roles to ensure that all students are prepared to take on the challenges of the 21st Century and this message was echoed by Henry Rubio (Cahn Ally, ’07), First Vice-President of ADASA.

Key speakers during the plenary session included New York State Senator Adriano Espaillat, Chief Accountability Officer Shael Suransky, Deputy Chancellor Laura Rodriguez and Superintendent Juan Mendez. Cahn Fellows including Lottie Almonte (’08), Rafaela Landin (’10), Lily Woo (’03), and Elsa Nunez (’09) were in attendance to network with colleagues and attend the day’s workshops.

Bill Bassell (’10) and Alice Hom (’09) lead a workshop for supervisors and administrators entitled “Building Partnerships to offset Budget Constraints.”

These outstanding and experienced principals shared information about partnerships including the Children’s Museum of the Arts, New York Cares, the Metropolitan Opera, the Theater Development Fund and Viacom.

Hom pointed out that New York Cares offers facility improvements including murals as well as bi-weekly math homework help. She encouraged participants to say “yes” to opportunities and find a way for community and for-profit people to support the school. She advised principals to reestablish partnerships every year and invite potential partners to the school so they can see how their involvement can touch students’ lives.

Bassell said that the arts are a great way to hook students and that they “don’t have to speak English well to be a great artist.” He informed the audience that the Theater Development Fund provides students with the opportunity to attend eight plays per year with a pre-performance seminar and a post-performance backstage pass. Students also experience Broadway and learn about potential career paths like set and costume design as well as accounting.

Principal Bassell invited all to Long Island City High School for simulcast HD performances of Metropolitan Operas in the Schools program. He also talked about his Culinary Arts program and partnerships with B R Guest and the Food Network as providing great opportunities and career paths for the “middle of the road” student.

For ADASA membership information, contact Membership Director Steben Rodriguez at srodri3@schools.nyc.gov.
The first quarter of 2011 was filled with activity for students and faculty at the Hellenic Classical Charter School (HCCS) in Brooklyn. In February, the Greek Deputy Minister of Education Fofi Gennimata visited our school along with Greek consulate George Vlikides. They were greeted by HCCS’ Greek Dance Troupe as they began a tour of our charter school.

Minister Gennimata was thrilled to have conversations in Greek with HCCS students who are fluent in Greek and English.

In March, HCCS students presented “Friday at the Acropolis: Where Greek Myths Come to Life,” at The Brooklyn Museum.

This inaugural school production of ancient Greek literature, drama, art, and music transported the audience to the shores of ancient Greece and the top of Mount Olympus. Through readings, songs and dance, students brought these classic stories to life with a fresh and youthful twist! The performance highlighted the unique and modern vision that sets HCCS students and faculty apart.

In May, children will learn about The North Shore Animal League which needs pet beds. Parents will be asked again to assist our service learning class.

Hebrew Language Academy Charter School (HLA) brings to life values of tolerance and respect for others and its children through the integration of a service learning curriculum which is central to the curriculum and the culture of our school.

Service learning differs from other forms of community service because the education of the children is at the center of all activity. As children learn, their work in service learning takes on the form of experiential education where learning occurs through a cycle of action and reflection.

Two second grade co-teachers Joelle Villani (General Studies Teacher) and Yaron Gal-Zur (Hebrew Studies Teacher) described their class experience with their students over a two year period.

On the way to the park, our children noticed a “homeless” cat under a car which led to questions regarding how they could help animals who do not have loving homes.

My partner and I got in touch with various animal shelters in the New York area and learned that Animal Care and Control was in need of toys for cats. After receiving the toy requirements, each child made a cat or kitten toy out of feathers and pipe cleaners. We inserted a class letter in the package and mailed it.

We then found out the ASPCA was in need of towels to clean the cages. We wrote a letter to parents asking them to have their child do a chore in their home in order to earn a towel to donate. To incorporate mathematics, for each towel donated, we made tally marks on a chart paper under each student’s name. We told children that for each towel earned, we would donate $1.00. For a final tally, we collectively donated $86.00.

At the end of our ASPCA trip, children wanted to adopt a dog or cat. During this same time, we were focusing on persuasive letter writing in our Writer’s Workshop. We incorporated letter writing into service learning and children wrote letters to their parents persuading them to consider adoption with ASPCA.

The New York Charter School Incubator program has teamed with LinkEducation to develop a board matching portal. The group seeks to match education professionals with great charter schools who need trustees for their boards. The portal will offer free online registration as well as volunteer opportunities and education related job postings. For access to all information LinkEducation has to offer, go to www.linkeducation.org
TEACHERS COLLEGE LAUNCHES THE INCLUSIVE CLASSROOM PROJECT
June 9th Conference to Review Special Education Reforms for New York City School Networks
By Nigel Pugh
DOE Director of Professional Leadership and Cahn Fellow 2006

On June 9th, The Teachers College Inclusive Classroom Project will host a free professional development conference day on special education reforms.

The TC conference is for educators who want to understand as much as they can now about these reforms. Please register ASAP at tcicp@tc.edu.

Last year, The Department of Education (DOE) initiated comprehensive special education reforms in ten networks, and plans to launch these reforms with all New York City schools beginning September, 2012.

Since last fall, teams of teachers have been working on research in their own schools around eight "spotlight" practices. They have designed a series of workshops that will introduce participants to all aspects of the reforms.

In September, an Instructional Coach will be added to each network to help move this work along. The coach will provide practical support and help the school to operationalize these reforms.

Open to teachers with five or more years of experience and to supervisors, ideal applicants for Instructional Coach will be experienced general and special educators who are skilled in creating an inclusive school culture.

NIGEL PUGH
DOE Director of Professional Leadership
Cahn Fellow 2006

NATIONAL BOARD CERTIFICATION FOR PRINCIPALS EVENT SET FOR JULY 7TH AT TEACHERS COLLEGE

Principals who want to learn more about the National Board Certification for Principals will meet the organization leaders responsible for the pilot program on Thursday, July 7th, from 3:30 – 6pm at Teachers College.

National Board for Professional Teaching Standards (NBPTS) President & CEO Joe Aquerrebere and NBPTS Chief Program Officer Joan Auchter will join National Association of Secondary School Principals (NASSP) Executive Director Gerald Tirozzi to discuss the certification program.

NBPTBS and NASSP officials will explain how principals can take advantage of these measures of principal effectiveness, as they unpack the rubrics and training programs needed for board certification.

Several Cahn Fellows and Alumni have participated with 680 national principals in the 18-month field test for board certification, playing a crucial role in testing the validity and reliability of the process, the standards and the assessments that will be used.

To attend the July 7th event, please RSVP electronically to cahnfellow@tc.edu.

Gerald Tirozzi
Executive Director
National Association of Secondary School Principals

TRIBECA FILM INSTITUTE OFFERS FREE IN-SCHOOL FILMMAKING RESIDENCIES
June 15th Workshop for School Leaders at Museum of Moving Image
By TFI Education Coordinator Jordan Smith

The Tribeca Film Institute (TFI) has introduced a large-scale Professional Development Initiative in support of the Moving Image Blueprint. TFI is offering in-school mini-residencies (3 class sessions) led by TFI Teaching Artists before the end of the school year.

Interested principals and teachers are encouraged to attend a daylong PD session workshop on June 15th from 9 to 3 at the Museum for the Moving Image. Substitute coverage will be provided. If staff members of your school are interested in an in-school mini-residency, contact Program Coordinator Alejandro Duran at aduran@tribecafilminstitute.org or at 212-274-8080, X15.

The goal of this initiative is to help public school teachers improve their use of filmmaking in the classroom by modeling activities which can then be replicated.

TFI Teaching Artists work with DOE teachers to create lessons that are tailored to meet the specific needs of each classroom—residencies can also focus on how to introduce media in other subject areas.
Michael Davino (Cahn Fellow 2003) has been named as one of 10 top superintendents in America who best exemplify outstanding leadership and vision in using technology to advance their district’s educational goals. eSchool News, a publication network of eSchool Media Inc., founded the award.

Formerly principal of The Michael Petrides School in New York City, Davino, who currently serves as Superintendent of the Springfield Public Schools in New Jersey, was selected based on 10 “Hallmarks of Excellence.”

The awards were held in conjunction with the Century Club 100, an honorary organization composed of superintendents from every state. Launched in 2001, the Tech-Savvy Superintendent Awards (TSSA) Program honors K-12 chief executives who have displayed exemplary vision in the use of technology to further the goals of educating today’s students and equip them with 21st-century skills.

eSchool News Online (www.eschoolnews.com) is the top website for ed-tech daily news and information for K-20 decision makers.

MICHAEL DAVINO RECEIVES 2011 eSCHOOL NEWS TECH-SAVVY SUPERINTENDENT AWARD
Thirty-five Brazilian teachers and administrators braved the cold weather to visit our exemplar school in Washington Heights. Now in its sixth year, The Renaissance Leadership Academy, M.S. 322 is part of the New York City Global Partners Junior Program (GPJ). Sponsored by Mayor Bloomberg’s office, the GPJ program connects students across the globe.

The Brazilians observed our Global Partners Program and visited classes across all grades and content areas, as they watched M.S. 322 students engage in learning through technology, differentiated instructional strategies, and small group work. Students were very excited to meet the Brazilians and share information about our program.

Our GPJ topic this year is “Living Cities,” and students are focusing on sustainability and reducing our impact on the environment. They will complete four GPJ units and a unit project that allows them to observe and interact with their local environment. Ten GPJ students were given the opportunity to vote on who would represent M.S. 322 at the British Consulate during a live video chat with program partners from Scotland.

M.S. 322 students collaborate with other GPJ students around the world, discussing their sustainability plans in order to determine how to reduce impact action plans, while also sharing information about their cities and global projects.

Although our first Bridges Ride for Autism will be held Sunday, July 17, the birth of this event started years ago. After traveling thousands of miles for similar challenges, our group creating a ride of our own was a natural next step.

Most members of the Bridges Ride for Autism group are involved with education or have family members with Autism. Finding support for the autistic child has become our mission. We will not stop until autistic students and families receive the services they deserve. We will find a cure!

Our other passion is riding bikes through the tri-state area especially around the bridges of New York City. At the foot of these bridges, you will experience diverse communities and cultures rich in history.
As a 2009 Cahn Ally, I learned a lot about leadership and how to assist teachers in unleashing their potential. Working closely with my principal, Barbara Sanders, on ways to motivate and engage at the Philippa Schuyler School for the Gifted and Talented in Brooklyn, I gained insight into leadership skills.

Over the past 14 months, participating in workshops and seminars with the NYC Department of Education’s Aspiring Principals Program (APP) has provided an opportunity to become a mentee to an experienced mentor principal. These experiences have been critical for the principal selection and evaluation process. Networking, along with special sessions with educational leaders, has allowed me to sharpen my personal leadership skills.

The APP is a practical, cutting-edge, and informative way to prepare for the challenges that await future school leaders.
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CAN-Tainer Editor: Robin Walker walker@tc.edu

It’s in the CAN  See you in the next issue! Second Friday of August