Dear Fellows and Alumni,

The excitement - mixed with a dash of anxiety, is palpable as we leave Teachers College on a hot day in July and head to the retreat that will start the Summer Leadership Institute and a year-long exploration with the new cohort. Silence is only broken by a few tentative comments about the close of the school year and logistics for our 10-day institute. Eyes peer about with the question: “What did he do to make himself stand out as a Cahn Fellow?” and “What’s so great about her school that they’ve selected her into this program?” The sizing up has begun.

Still hot and sticky nine days later in a TC classroom the toasts and smiles abound. “I don’t know how you found us and managed to get all of these amazing, accomplished and smart people together but I’m glad to be among them!” “I would never have found myself in the same room with an elementary principal from Queens or a high school principal from Brooklyn and I never knew we had so much in common!” “I feel like I’ve found my family.”

You breathed life to the Cahn Alumni Network, which was launched with a book talk with the authors of A School Leader’s Guide to Excellence, Carmen Fariña and Laura Kotch. Every year we are able to identify the best leaders because of your nominations and welcome them into the program with your discerning eyes on the Selection Committee - even these pages are comprised of your stories. And what I’m most proud of is not the growing size and reach of the fellowship (nearly 225 leaders now including those from Newark and Chicago) but the powerful relationships among you. That is what makes you and this program strongest of all.

Principal Profile: Phil Weinberg

You are the living breathing models that we choose to live up to. You are proof of what’s possible. Others- aspiring, new and seasoned leaders alike, look to you and strive to walk in your footsteps. As the next decade of the Cahn Fellows Program is upon us, I envision a growing body of footsteps advancing together and more on their heels- this is no flash mob; it’s a movement!

I am with you, following, every step of the way. Thank you for the honor and privilege to serve, lead, follow and know you. With enduring gratitude and respect,

Krista
Cahn Fellows Program Director Krista Dunbar must be celebrated and on behalf of the Board, I invite you to join me and all 10 cohorts in celebrating her at a farewell reception on June 8th from 3 to 5pm at Teachers College.

Following our Ninth Annual June Leadership Conference, we will salute Krista’s tenure leading six cohorts of Cahn Fellows from 2006 to 2012, carrying the program to new heights with grace, authority, resourcefulness, hard work and pure dedication.

Remember your own Welcome Reception, Summer Leadership Institute, Fall Retreat, mentoring, leadership challenges and final presentation? Krista was there with, and for, you at every turn. She has decided to take a new path.

How lucky can you get? It turns out, very. We interviewed Krista in July of 2006. She was bright, had been a New York City teacher, had had a job in marketing and a graduate degree in business administration. She hadn’t had to run a program by herself or raise money. But she did have self-confidence, poise, openness, eagerness, and a willingness to take a risk. We thought she would be a very good program director for the Cahn Fellows Program. We were wrong. She wasn’t very good; she was great.

Since she assumed the position, the Program has recruited six high caliber cohorts of principals, improved its curriculum, developed a strong alumni program, developed outreach to include principals from Newark and Chicago in our 2011-2012 and 2012-2013 cohorts, weathered the financial storm of 2008-2009, started up a quarterly newsletter for the Alumni, strengthened the relationship with Teachers College and worked fruitfully with our board. All of that has been accomplished with the utmost grace and poise.

Krista has been a role model for leading when plans go awry, never losing her presence. She has never complained, always sought a constructive solution, and always held her head high.

Krista had the professionalism to advise us of her thinking months ahead of her planned departure, at a time when critical calendar events were not pressing, and when everything was going well.

She is not bequeathing a set of problems. Quite the contrary, the reins will be handed to a new program director with everything working well.

We eagerly await Krista’s decision on her next position. Whoever hires her will be lucky, also. Things work that way. We know she will stay connected with us. Our alumni, faculty, board and staff admire and adore her. Godspeed, Krista.

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The Fund for the City of New York has named Phil Weinberg, principal of The High School of Telecommunication Arts and Technology in Brooklyn and 2007 Cahn Fellow, as one of six recipients of the 2012 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. Weinberg was selected for leading a large, non-specialized urban school to outstanding outcomes through the use of innovative and experimental programs throughout his tenure as principal.

The annual Sloan Public Service Awards is a chance to shine a light on civil servants who are going above and beyond their job descriptions on a regular basis. The winners were honored during a March ceremony at Cooper Union, where they also received a $10,000 cash award. The program annually honors outstanding civil servants whose work performance and commitment to the public transcends not merely the ordinary but the extraordinary. For more information about the Sloan Awards, visit the Fund’s website at www.fcny.org/fcny/new/.

A full New York Times profile on Principal Weinberg and the High School for Telecommunication Arts and Technology can be found on page 10.
Spring is a time for celebrations and community building and I enjoyed both with Cahn Fellows, Alumni, Faculty and board members in May.

It was my pleasure to host our annual Spring Reception at my home on May 22nd. Over 30 Cahn Fellows were joined again by Public Advocate Bill de Blasio and other friends of the program as we celebrated the end of a busy and productive school year.

Penny and her Song by Kevin Henkes. Any book by Henkes can be inspirational and provide much food for thought for teachers and parents.

His new book reminds us that all of us have a song to sing and everyone can contribute to that song.

It also can be used as a message that all of us have a role to play and the littlest contributor should not be ignored.

Yes Day! By Amy Krouse Rosenthal and Tom Lichtenheld. When everyone is facing an increasingly NO society and everything seems negative and punitive, image a day in school where everyone is encouraged to say YES! Setting some slight limits, it would really be a fun way to celebrate the day after the state tests or other stressful events. Principals would say YES to ridiculous teacher requests, teachers to students and students to each other. Making a list of what is possible, like letting everyone sit next to their friends in class and lunch, having recess three times a day, wearing hats, etc. can make school fun and just a little lighter when it seems like the pressure is ready to blow off. Try it.

This Just to Say by Joyce Sidman. This time of year we need a strong sense of humor. This book is a take off on the famous William Carlos Williams poem and encourages students to write about apologies in ways that are clear they are really not very sorry. Great for developing deeper comprehension and enjoying poetry in a very accessible way. Great way to have adults develop some of their own “apologies.”
The 2011 Cohort of Cahn Fellows will present their Challenge Projects at the 9th Annual Leadership Conference on June 8th at Teachers College: (L-R, Front Row) : Robin Pitts, Magalie Alexis, April Leong, Ramona Duran, Brooke Jackson, President Abraham Lincoln, Deirdre Budd, Yolanda Mendez, Laverne Nimmons, Danielle Giunta, and Giovanna Delucchi. (L-R, Back Row) Edward Tom, Frank DeSario, Jie Zhang, Joaquin Vega, Paula Holmes, Anthony Barbetta, Franca Conti, Deneen Washington, Megan Adams, Colleen Ducey and Charlene Reid.

**LEARNING MASTERY THROUGH COLLABORATION:**
Encouraging Knowledge, Effectiveness & Empowering Teachers
By Paula Holmes and Michael Walker
Principal and Assistant Principal, Dr. Susan McKinney Secondary School of Arts
2011 Cahn Fellow and Ally

At the Dr. Susan McKinney Secondary School of the Arts, our challenge was to heighten our Professional Learning Community in order to continue to support our teachers’ professional growth as they elevated themselves to become highly effective teachers. During our June Leadership Conference presentation, you will hear from our teachers who have learned Mastery, Collaboration, and Knowledge through Effectiveness, Empowered Teaching (MCKEET).

This is an ongoing project; over seven years of training, engaging staff in professional and national conferences, building in consistent meeting times within the school program, and developing a mission statement with input from all stakeholders to support this long-term initiative. Everybody at McKinney is part of a team. In that venue each person rotates roles, responsibilities, duties and shares in decision-making and the professional development of their grade, department and school.

From an administrative standpoint, their involvement within their teams is viewed individually based on initiative through a sustained commitment to high standards, a willingness to learn new techniques and strategies to support student success and achievement, as well as their relationship with team members.

During our presentation, we will offer recommendations for school leadership and teacher practice based on our work involving Training, Assessments and Celebrations to inform and evolve the school mission.
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<td>Welcome and Framing of the Day</td>
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<td>Krista Dunbar, Director, Cahn Fellows Program</td>
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<td>Awards Ceremony</td>
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<td>3pm—5pm</td>
<td>Krista Dunbar Farewell Reception</td>
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RSVP TODAY TO THE JUNE 8TH LEADERSHIP CONFERENCE  
cahnfellows@tc.edu
New York City School Chancellor Dennis Walcott, and Chicago Public Schools (CPS) Chief Leadership Development Officer Steve Gering were the keynote speakers at the 2012 Welcome Reception held on April 24th at Teachers College.

For the first time in the Cahn Fellows Program’s 10-year history, principals from Chicago, Illinois and Newark, New Jersey joined a cohort of distinguished New York City school leaders.

Alan Mather, Principal of Lindblom Math & Science Academy and Tara Shelton, Principal of the South Loop Elementary School in Chicago alongside Newark Eastside High School Principal Mario Santos will represent their respective cities with 19 New York City principals, who were also inducted into the program (see page 5).

Cahn Alumni Network Chairman Peter McFarlane, (CF 04), principal of P.S./I.S. 180 and P.S. 273 Principal Melessa Avery (CF 10) served as Alumni speakers along with Cahn Fellows Program Director Krista Dunbar and Board Member Carmen Farina join Cahn Alumni Peter McFarlane (CF 04) and Melessa Avery (CF 2010) in honoring the school leaders. Chicago Principals Alan Mather and Tara Shelton are feted by Program Founder Chuck Cahn while CPS Chief Learning Development Officer Steve Gering acknowledges their contributions to students in the city of Chicago.

LOOKING FORWARD AND BACK TO THE WELCOME RECEPTION

By Danielle Giunta
2011 Cahn Fellow and Principal P.S. 154

The Welcome Reception for the 2012 cohort was simply amazing! I think for me, it was all about looking at the Welcome Reception from the angle of being in the Cahn Fellowship after a year.

During my own Welcome Reception in 2011, I knew I was part of something special but there was still so much anticipation and wondering. This year, sitting there, I had a whole new appreciation of how special it is to be part of the program, a new level of understanding my Cahn fellowship. In a sense, this year felt like the real welcome reception for me.

I am so glad I attended the reception and that I am a member of this very special, almost magical, community. As I get ready to spend the next few days immersed in testing, the stuff that drains the educator’s soul, I am able to do so with fierce energy because being a Cahn Fellow is energizing, it’s like chicken soup for the principal’s soul.
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<td>DENISE JAMISON</td>
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<td>PEGGY WYNNS-MADISON</td>
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My experience as a member of the 2010 Cahn Fellows Cohort was one of the high points of my career. I had the opportunity to engage in professional conversations with my cohort and Cahn Alumni.

I had the chance to see old problems through new eyes and from out of all those exchanges came our challenge project.

My ally, Carlos Guzman, and I learned a great deal from our colleagues and the Cahn faculty members (Terrence Maltbia, Robert Monson, Eleanor Drago-Severson, Carolyn Riehl and Victoria Marsick), and we brought what we learned home to our school: the Renaissance Leadership Academy: MS 322.

The Renaissance Leadership Academy was conceived in 2005 as part of Joel Klein’s small school movement. Our campus is located in the heart of Washington Heights in upper Manhattan.

Nearly 90% of our students live in Spanish speaking households; many of our students are exposed to English only during the six and half hour school day. We quickly understood the community’s need for bilingual education.

During our first years, a Bilingual Class was a challenging place to teach where new arrivals sat right next to students who had been working in English for years.

We first attacked the problem with the Sheltered Instruction Observation Protocol (SIOP) model and the methodologies presented in 50 Strategies for Teaching English Language Learners (Adrienne Herrell and Michael Jordan) and Making Content Comprehensible for English Learners: The SIOP MODEL (Jana Echevarria, Deborah Short and Mary Ellen Vogt).

With the arrival of a new ELL coordinator four years ago, the explorations of our ELL Team led them to the research of Jim Cummins (and a deeper understanding of Bilingual Education).

Cummins asserts that “reading in one's native language facilitates reading in a second language…. [and] that children’s achievement in a second language depends on their mastery of their native language.

In other words, a solid foundation in the students' native language best prepares them for learning in English.” To get our students ready for this new model we knew we needed to align our Native Language Arts Curriculum with our English Language Arts instruction.

Additionally we needed to program our Bilingual students by language ability and acquisition, not grade level. Again, the research of Cummins clearly demonstrates how a student’s Basic Interpersonal Communicative Skills (BICS) develops within two years while their Cognitive Academic Language Proficiency (CALP) to be fully proficient. Cummins also writes, “The second language or language of the classroom needs to be sufficiently well developed for her/him to meet the academic cognitive demands of the classroom.” This new structure was our Cahn challenge.

In its first year, the program worked well (despite many growing pains). Our kids moved through their NYSESLAT levels and outperformed their peers on the ELA exam. (The average growth percentile of students within the project exceeded the school’s average by 8 growth percentile points).

The Office of English Language Learners recognized the innovative program model and supported further work with a $20,000 ELL Planning Grant.

We are still polishing the program. Initially, we adapted READ 180 and System 44 to provide engaging computerized lessons for our students, but the technical challenges of the software led us to seek alternatives. This year we have moved to Rosetta Stone, a powerful package that our students have found very easy to use. We are also making changes to the size and number of groups to give teachers more time and to smooth out transitions. Education is always a work in progress.

Our ELL teaching team and I presented our Transitional Bilingual Education Model at the Annual Citywide Bilingual Symposium: Bilingualism: Promoting Equity and Access, March 23, 2012. Our workshop was well received and we are arranging for members of our audience to see the program for themselves. We are also proud to be the recipient of a CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB) Grant which gives a chance to bring new technology and resources to our students.

Our school embraces the bilingualism and biculturalism of our community. With the 2012-2013 school year rapidly approaching, we are expanding our ELL programs to include a Dual Language Class. Every year, we see new challenges. Students arrive with different backgrounds and skills. Accountability measures change. New assessments and learning standards move into place. We cannot stand still. Flexibility is crucial. The Renaissance Leadership Academy is pledged to give every child a chance to succeed.
The New York Academy of Public Education (NYAPE) inducted several Cahn Fellows, Alumni and staff into the Academy at a February ceremony at the Princeton Club in New York City.

Among the new members were Cahn Fellows Program Director Krista Dunbar, 2011 Cahn Fellow Magalie Alexis, Principal of Park Slope Elementary School and Dr. Laverne Nimmons, principal of P.S. 335, 2006 Cahn Fellow Delores Beckham, principal of I.S. 145, 2006 Cahn Fellow Maureen Campbell, director of the Hebrew Language Academy, 2007 Cahn Fellow Ramon Gonzalez, principal of the Laboratory School of Finance & Technology, 2011 Cahn Fellow Ramon Namnum, principal of the High School of World Cultures, and 2006 Cahn Ally Henry Rubio, principal of A. Phillip Randolph High School.

At the February dinner, New York State Regent Dr. Kathleen Cashin was the guest speaker to inform the membership of the different tools being used in education and what changes are taking place. The next guest speaker will be New York State Assemblywoman Catherine Nolan.

The NYAPE was founded in 1912 as a member organization, comprised of educational leadership, whose purpose is the consideration and promotion of urban education as it continues to evolve to and through the 21st-century.

Membership requirements to the Academy include a completed application form from its website, www.nyape.org.

Cahn Fellows interested in joining NYAPE, contact the President-Elect and 2011 Cahn Fellow Frank DeSario at fdesari@schools.nyc.gov
The Quarterly CAN-Tainer

PRINCIPAL PROFILE: PHIL WEINBERG
HIGH SCHOOL OF TELECOMMUNICATIONS ART & TECHNOLOGY
Excerpts from the Fund for the City of New York 2012 Sloan Awards

2012 Sloan Public Service Award winner and 2006 Cahn Fellow Phil Weinberg is Principal of Brooklyn's High School of Telecommunication Arts and Technology (HSTAT), a large, non-specialized school with a student body of 1,300 that mirrors the community it serves: half Hispanic, 20 percent African-American, 70 percent from low-income families.

Described by a colleague as "the definition of educational leadership at its best," Weinberg has turned down dozens of offers of positions elsewhere.

Weinberg sees his main task as "creating the conditions that allow teachers to do their best work and create classes where students can grow."

To ease the transition to high school, freshman and sophomores are divided into four groups of 150 students, with their own teachers, four "schools within a school." Each teaching team consists of two teachers—one certified in the subject area, the other in special education. As one teacher noted, "In these classes, we work together so that everyone is helping everyone else.

Getting ready for college is the focus at HSTAT. The framework is established by a demanding academic curriculum that requires all students to carry a full load of the most rigorous courses they can handle. "If we determine you can take calculus, you take calculus," said Weinberg.

Students begin to visit colleges as freshmen, their college essay is a major project in their junior year and all seniors turn in their college applications en masse to the schools' college counselors on a Friday late in November.

Students traditionally attend school that day dressed in professional attire in celebration of this milestone. Said one senior, "No one can not go to college in this school." At the High School of Telecommunication Arts and Technology, we adhere to a few core values: all of our students must take the most challenging course of study at which we believe they are capable of succeeding, all of us must treat each other with kindness, and the goal of our work is not simply to graduate our students but rather to prepare them to be successful for their studies after they leave us.

With those principles guiding us, we work hard to create a school that will help our very diverse community grow and become good citizens. We are always willing to adjust what we do to meet the needs of our young people and we consistently search for new ways to become a better school.

We know that our 9th and 10th grade Small Learning Communities have been very successful in promoting the academic and social growth of our younger students, and we see that our rigorous 11th and 12th grade curricula (in service of our mission to make our students take a full-course load even if they have already met graduation requirements) is preparing our students quite well for the world after high school.

Ultimately, the true strength of our school is our staff. With thoughtful veteran leadership and a commitment to examining our practices and improving our performance, we work hard to teach well.

Our school began its life as the Bay Ridge High School for Girls in 1914. In 1985, after 70 years as the preeminent high school for young women in Brooklyn, we became a coeducational school and our name changed to the High School of Telecommunication Arts and Technology. We are proud to have continued the long tradition of providing a high quality school for the families of Brooklyn.
Edward Tom founded the Bronx Center for Science and Mathematics in 2005 as part of the small schools movement that was getting under way in the city.

His school is located in the Morrisania section of the South Bronx, where roosters roam the sidewalks outside and the neighborhood makes up the poorest Congressional district in the country.

A business major in college who worked for Saks as a buyer in men's suits, Tom brings marketing skills and a results-oriented philosophy to the school, where the 447 students, in grades 9 to 12, must all — boys and girls — wear navy blazers and where 80 is considered a passing grade.

Tom taught math at the Manhattan Center for Science and Mathematics and then was a regional math consultant in the Bronx before founding his school.

He was interviewed before the Department of Education released its teacher ratings that have been widely criticized.

What made you want to start your own school?

My dad always taught me that if you’re not going to do something about it, then you lose the right to complain about something. I didn’t think kids were being well served in this system, so I decided to create a school that people talk about and that they want to learn from. I wanted to create a culture and an environment where kids are happy, where they’re learning. I have a 92 percent attendance rate. This is a home for these kids. This is a safe haven for them. They look beautiful. When you walk into any classroom the students are on task. The teachers care immensely about them.

Who can apply here?

We’re part of the high school application process, and we’re limited unscreened, with informed choice, meaning that if a parent or child attends an open house or meets my administration at a fair and they sign in, they are given first priority. Our first priority is Bronx residents.

How do you make that happen?

We have a very specific formula for college and career readiness. We have made a huge investment in the pupil personnel services team. We have two full-time college advisers, an academic dean, a licensed social worker and two licensed guidance counselors.

How many kids applied to attend your school this year?

We had 3,100 applicants for 108 seats. Our acceptance rate is down to 4 percent. It’s harder for a South Bronx child to get a seat here than for anyone to get admission to Harvard.

On the teacher effectiveness part, don’t you think they’re working on that and things are about to change on how teachers are evaluated?

I think after three graduating classes, where we’ve had an average graduation rate of 88-90 percent, which exceeds the city average by more than 20 points, I think that’s a good indicator that we’re doing something right. There’s also no better source of college readiness than your own alumni coming back and telling you that they feel prepared for some of the best colleges in the country. We have students attending Dartmouth, UPenn, Syracuse, Fordham, N.Y.U., Vanderbilt.

Your school is seven years old now. Is that enough time to say whether your school is a success?

I think they underestimate the size of the challenge. In education, standardized assessments are the only benchmarks that are being used to assess effective practices. But how do we measure how well a school or a teacher supports a kid mentally, socially, emotionally, physically? One of the things we have to be very careful about is how do we customize a teacher evaluation system that doesn’t discourage teachers from taking on the most challenging group of kids.
The faculty here at Harry Truman High School is focusing on aligning tasks to the Common Core Standards. As I walk around observing classes, I can see and hear the engagement among students during class discussions.

The type of discourse that I am witnessing is proof that students are not just memorizing facts and concepts, but that they are understanding, debating and questioning various types of material.

The new standards, which all schools are beginning to implement, emphasize analytical skills, nonfiction literature and mathematical work problems.

For example, in English class, students are discussing the power of the media, and besides forming their own opinion based on their personal experiences, they are examining different sources such as video clips, research and other materials.

While this thrills me as a principal, I also have high-stakes tests, such as State informational texts, so that they can critique other people’s views and arguments. Regents exams on my mind; will students be able to transfer this type of understanding to the Regents and A.P. exams? The truth is that when we teach for true understanding, our students will not only be prepared for any examination, but they will retain information far beyond June.

Students are engaged when they see that the material they are learning is relevant to the real world, and moreover, relevant to them directly. Once educators—including administrators — see the powerful changes in students when they are engaged, the idea that test-preparation courses entail “teaching to the test” will diminish them, reach them at the core and provide them with an educational experience that allows them to see the relevance in learning across all content. What do all people remember so vividly, even as time goes by? We remember our fondest or worst experiences—because they stir us, and they reach us at the core. When we teach students, we should stir areas.

As a person with a science and math background, I do not agree that our students should be robotic persons only focusing only on mathematics and technology—only a strong liberal arts education that holds all content areas as important will allow students to be ready for the 21st-century world.

Our students will be able to make a smooth transition to college because the academic rigor that is required of them as university scholars is present in a mentally engaging high school classroom; they will also make wise decisions when choosing careers because they will use these fundamental thinking skills to make professional and personal choices.

Moreover we can count on well-rounded youth with highly developed thinking skills to be active participants and leaders in an ever-changing society.

HARRY TRUMAN AND EVANDER HIGH SCHOOL STUDENTS LEARN HOW TO MAKE HOLOGRAMS
AS PART OF TRUMAN’S SCHOOL PLANETARIUM PROGRAM

By Harry Truman High School Literacy and Inquiry Team Coordinator Melissa Aviles

While representing Harry Truman High School’s Planetarium Program at the Cahn Fellows Program’s Educational Technology Fair in March, our students became intrigued with the holograms featured at the Museum of Natural History’s Outer Space Holograms exhibit.

Wanting to extend this experiential learning for our top science students, we asked Cahn Fellows Program Coordinator Robin Walker to arrange a visit with famed holographer Jason Sapan at his Holographic Studios in Chelsea. In May, Truman Assistant Principal of Science Narine Bharat (pictured above on the right) and students from Harry Truman and Evander High Schools in the Bronx met with Sapan to learn about and make holograms.

After the students shot and made their hologram in the subterranean laser lab and dark-room, they viewed the hologram in the gallery. As part of our science program, Harry Truman is the only public school in New York City with a planetarium dome.

Manned by science student scholars from both Bronx high schools, the interns are now able to use this foundational knowledge to create their own images in the Truman Planetarium. The planetarium reopened in 2011 with a ribbon-cutting ceremony hosted by Bronx Borough President Ruben Diaz, who was instrumental in its development.
As an experienced principal, 2010 Cahn Fellow Katherine Moloney knows that good teachers can make a lesson out of almost anything. So she was delighted when she saw a lively class of fifth graders at Public School 100: The Coney Island School using recipe books to construct their own math problems with fractions.

“We’re making Mexican-style hash,” one girl told the principal. Her group was planning to serve this imaginary meal with chocolate chip ice cream cake, and the kids were writing down how much of each ingredient was necessary. She spent about 20 minutes talking to students and looking at bulletin boards. “The work that’s going on in there, the discussion, the excitement, that’s what good teaching is about,” she said, as she left the classroom.

Moloney has been testing a new framework for evaluating teachers this year at the school, which is actually in Brighton Beach, after receiving training over the summer. It was designed by Charlotte Danielson who wrote a common-sense framework to help both teachers and administrators identify good teaching.

It’s similar to a tool kit with 22 strategies every teacher should master. The city is trying out the Danielson framework at 107 schools to learn how much training principals need so they can become certified evaluators once the state’s evaluation system goes into effect, said Kirsten Busch, executive director of the Office of Teacher Effectiveness, and former Program Director of the Cahn Fellows Program at Teachers College. The city has until next January to negotiate an evaluation system with its teachers’ union.

At P.S. 100, Principal Moloney and her teachers believe classroom observations are much more valid than a controversial rating system the city used that was based solely on student progress on state exams.

When the city released its teacher data reports, the fifth-grade teacher who was using recipes to teach math, Nicole Weingard, got one of the lowest scores in the school. She received just an 18 for her effectiveness at teaching math, putting her in the bottom fifth citywide. Her English score was even lower. But most of Weingard’s students easily passed their state exams.

“I’ve been teaching for eight years,” she said. “I can probably count on one hand how many of my students didn’t perform well.” Weingard most likely got low marks because the city’s rating system put a greater emphasis on progress than student performance. She teaches the honors room, and there wasn’t a lot of room for her high-scoring students to improve.

Education officials agree that test scores alone, are not a sufficient way to rate a teacher. That is why New York State is using its $700 million federal Race to the Top grant to develop a new teacher evaluation system in which test scores will count toward 40 percent of a teacher’s rating.

The other 60 percent will come from observing teachers at work. New York City is considering using the Danielson system for that 60 percent. As a participant in the study, Moloney visits each of her teachers about four to six times over the year, focusing on a few of Danielson’s strategies at a time. This month she is looking at student engagement. She carries a clipboard with examples of good and bad engagement techniques and writes down what she sees, talking to students and looking at bulletin boards for examples of their work.

In a fourth-grade classroom, she was struck by the way the teacher, Arielle Lutzer, asked her students to create a “parking lot” on the bulletin board, a place for them to write down whether or not they were confused during a lesson. Later, Moloney sat down with Lutzer for about 15 minutes and asked her questions. She told the teacher that she thought she was “highly effective” at student engagement.

Moloney said the Danielson framework helped take the edge off an evaluation process that could easily seem subjective. If she sees a teacher struggling with classroom management, she can send him or her to watch another teacher who’s doing a good job. “So it’s not just a rating and leave you hanging,” she said. “It’s a rating with discussion, with feedback and then with next steps.”
IN THE NEWS

CAHN FELLOWS LEAD BEST HIGH SCHOOLS IN 2012 U.S. NEWS AND WORLD REPORT

LEON GOLDSTEIN
HIGH SCHOOL

JOE ZAZA
2006 Cahn Fellow

#34 NYS  #201 NAT

BARUCH COLLEGE CAMPUS HIGH SCHOOL

ALICIA PEREZ-KATZ
2007 Cahn Fellow

#66 NYS  #489 NAT

HIGH SCHOOL FOR MATH, SCIENCE & ENGINEERING AT CCNY

CRYSTAL BONDS
2010 Cahn Ally

#128 NYS  #967 NAT

NEW YORK CITY LAB FOR COLLABORATIVE STUDIES

BROOKE JACKSON
2011 Cahn Fellow

#105 NYS  #801 NAT

MILLENNIUM NEW YORK HIGH SCHOOL

ROBERT RHODES
2008 Cahn Fellow

#195 NYS  #1534 NAT

FRANCES LEWIS HIGH SCHOOL

MUSA SHAMA
2012 Cahn Fellow

#172 NYS  #1351 NAT

MANHATTAN VILLAGE ACADEMY

HECTOR GAEGER
2004 Cahn Fellow

#195 NYS  #1534 NAT

BROOKLYN LATIN SCHOOL

JASON GRIFFITHS
2012 Cahn Fellow

#172 NYS  #1351 NAT

THOMAS EDISON HIGH SCHOOL

ANTHONY BARBETTA
2011 Cahn Fellow

#168 NYS  #1309 NAT

CRONIN TECHNICAL HIGH SCHOOL

RANDY ASHER
2010 Cahn Fellow

#63 NYS  #460 NATL

BRONX CENTER FOR SCIENCE & MATHEMATICS

EDWARD TOM
2011 Cahn Fellow

#189 NYS  #1487 NAT

NEW YORK CITY MUSEUM SCHOOL

DUSTY MILLER
2009 Cahn Fellow

#116 NYS  #1224 NAT

BROOKLYN TECHNICAL HIGH SCHOOL

Randy Ascher
2010 Cahn Fellow

#63 NYS  #460 NATL

2010 Cahn Fellow

#63 NYS  #460 NATL
MOVERS AND SHAKERS

CAHN-GRATULATIONS ON YOUR NEW PRINCIPALSHIP

ROBERT RHODES
Millennium New York High School
Cahn Fellow 2008

September 2012
HORACE GREELEY HIGH SCHOOL
CHAPPAQUA, NEW YORK

HONORS
YOLANDA MENDEZ
WITH ITS EDUCATIONAL LEADERSHIP AWARD

YOLANDA MENDEZ
Roberto Clemente Elementary School, Newark
Cahn Fellow 2011

HONORS
DISTINGUISHED HISPANIC WOMAN OF THE YEAR

PRINCIPAL YOLANDA MENDEZ

HONORS
YOLANDA MENDEZ
WITH ITS EDUCATIONAL LEADERSHIP AWARD

HECTOR GAEGER
Principal
Manhattan Village Academy
Cahn Fellow 2004

WOMEN WHO DARE TO BE DIFFERENT AWARD

HECTOR GAEGER
Principal
Manhattan Village Academy
Cahn Fellow 2004

15TH ANNIVERSARY

U.S. Congressman
EDOLPHUS "ED" TOWNS

HONORS
MELESSA AVERY
Principal, The Worton School
2010 Cahn Fellow
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