Dear Cahn Fellows, Allies, and Alumni,

Welcome back! As we begin the new school year, we are very pleased to report that our 2015 program is off to a wonderful start!

This year, thanks to the wonderful suggestion of Ally alumnus Adam Boxer and the incredible generosity of Ally alumna Carmen Pinto, the Cahn Fellows Program held its very first “Allies’ Retreat” at the sprawling campus of the Madonna Heights School for Girls in Dix Hills, Long Island, where Carmen is now principal.

Over 30 allies attended (some were alumni but most were from the 2015 cohort) where we spent the day renewing friendships, making acquaintances, and working on leadership development and team building activities. This worked out especially well for the new allies, who now had the opportunity to bond before their days together at the Summer Leadership Institute that followed the next week.

We would like to also publicly thank Carmen Pinto for her generosity in sponsoring the Alumni barbecue at her school following the allies’ retreat that same day. Over 30 of our alumni from various years came to enjoy the delicious food and time together.

The 2015 cohort of 24 Fellows were also off to a great start! Joined by alumni Regina Tottenham, Heather Leykam and Henry Rubio, they had a fantastic time together in Gettysburg, learning about leadership and decision-making through the analogies made from the stories of that infamous battle. They had the opportunity to participate in some of the reenactments, which you can view by clicking on our media gallery link on our website: www.cahnfellows.org.

One of our goals for this year’s Summer Leadership Institute (SLI) was to include more prospective on leadership outside of education. In addition to the incredible military prospective presented by tour guides John Zervas and Sue Boardman in Gettysburg, we were very fortunate to have Linda Mason, former Senior Vice President for Standards and Special Projects for CBS News and winner of many awards including 33 Emmys and two Peabody awards, speak on leadership from the prospective of someone in media regarding the challenges she faced and the difficult decisions she had to make. She was very well received and we hope to be able to bring in more speakers of her caliber to the program – not only for the current participants but for the alumni as well! Keep a look out for our updates and emails!

Lastly, we would like to sincerely thank all of our alumni who took time out of their summer to help out at the SLI as facilitators at several of our sessions – Brooke Jackson, Jennifer Ambert, Lottie Almonte, Randy Asher, Roshone Ault Lee, Erica Zigelman, Ramon Namnum, Nicole Scott, and Peggy Wyns Madison! It’s always great to have our alumni involved and for the new fellows to learn from you!

Looking forward to a great year with all of you!

Warmly,

Lily
**BOARD UPDATE**

**Dr. Peter McFarlane**, a 2004 Cahn Fellow, has resigned after devoting nearly ten years to our board. Peter retired at the end of the 2014 school year from the principalship at the Hugo Newman School in Harlem where he had innovated and led the school to great success and well-deserved accolades to take a position for New York State. McFarlane finished that assignment in June and has set up a consulting firm named REACH along with his Ally from 2004 Monica George-Fields (See full story on page 10). Peter’s always cheerful manner, thoughtful comments and deep experience helped us hugely. Thank you, Peter.

**Giulia Cox**, a 2006 Cahn Fellow, is a native New Yorker. She has worked for the NYC DOE since 1991, primarily in the middle grades, and has served as a teacher, staff developer, assistant principal and principal of two schools.

Giulia has also worked in two Central NYC DOE offices. She was on the Superintendent’s cabinet at District 79, Alternative Schools and Programs, where she served as the District’s Executive Director of Student Support Services. She also was a leader at the Office of Teacher Effectiveness at Tweed, where she advanced to the role of Executive Director while helping to lead two city wide initiatives.

In December 2014, Giulia returned to the role of principal at MS 118 in the Bronx, a school she led from 2002 – 2007.

Giulia is a graduate of the Bronx HS of Science, Bryn Mawr College and Fordham University.

**Mason Haupt’s** investment career spanned nearly 35 years, working at Salomon Brothers, Mortgage Insight, Five Mile Capital Partners and Soros Financial Management. Known to me socially for many years, Mason approached me to talk about public education in New York City.

Mason wanted to become more knowledgeable about public education in New York City because he felt it might be the most important thing he or anyone could do. He and his wife visited two schools.

He educated himself by reading, attended the Reception for the incoming 2015-16 Cahn Fellows Cohort, attended the June presentations of the 2014-15 Cahn Fellows cohort and spent time with Lily and three of our other board members. His interest and enthusiasm has only grown.

Mason is a graduate of the University of Pennsylvania and the Harvard Business School.

“We on the board would like to thank our outgoing members for their years of service.

“And we would like to welcome two new board members as we look forward to their counsel.”

**Chuck Cahn**  
Program Founder
EDUCATION SECRETARY ARNE DUNCAN NAMES 2007 CAHN FELLOW ALICIA PEREZ-KATZ PRINCIPAL AMBASSADOR FELLOW FOR THE 2015-2016 YEAR

United States Secretary of Education Arne Duncan has named four principals to be the Department’s Principal Ambassador Fellows for the 2015-2016 school year.

2007 Cahn Fellow Alicia Pérez-Katz, the principal of Baruch College Campus High School in New York City, was selected as the one principal who will serve as a full-time Washington Fellow, and reside as the 2015 Washington Principal Ambassador Fellow.

The other three principals will work part-time as Campus Principal Ambassadors in addition to their leadership in their districts.

The 2015 Principal Ambassador Fellows have met with Secretary Duncan, previous year Fellows and other key Department staff in order to prepare for their role and will launch their outreach during this year’s sixth annual Back to School Bus Tour and Principal Appreciation Month in October.

The role is a paid position in which Fellows, in turn, share what they’ve learned with principals across the country, facilitating their understanding of federal initiatives and gaining their input into policy and programs designed to improve education at all levels.

Secretary Duncan said, “The inaugural class of Principal Ambassador Fellows made tremendous contributions to our work at the Department. I am excited to work with this new team to bring attention to the essential role of great school leaders in creating great school environments for students. We must do more to recognize our school principals and their work, especially on behalf of students coming from some of the most challenging circumstances, Duncan added.”

The Department launched the Principal Ambassador Fellowship in 2013 to build on the successes of its sister effort, the Teaching Ambassador Fellowship Program.

Like the Teaching Ambassador Fellowship, the Principal program invites outstanding principals to gain in-depth knowledge of national policy issues in education and to contribute their expertise to those discussions.

Working collaboratively with associations representing principals, the Principal Ambassador Fellows will create opportunities like Principal Shadowing and Principals at ED to highlight the unique perspectives and needs of principals that should be considered in tandem with, but distinct from, the great teachers they must hire and lead.
2014 CAHN FELLOW JANICE JACKSON NAMED
CHIEF EDUCATION OFFICER FOR CHICAGO PUBLIC SCHOOLS

Story and Photo by Chicago Tribune Reporter Juan Perez Jr.

A Chicago-born product of the city’s public schools, Jackson grew up one of five children who were regularly drilled on the importance of education by her parents.

“I would just say my father was an extreme proponent of a quality education,” Jackson said as she was introduced as the new chief Ed officer in July.

Jackson will report directly to Forrest Claypool, appointed by Mayor Rahm Emanuel as the new district CEO for Chicago Public Schools.

While Claypool’s task will be fixing the district’s broken finances, Jackson will be responsible for articulating and implementing policies and procedures for educating close to 400,000 students.

Claypool, Jackson said, will make needed operational and managerial changes, leaving her to oversee the district’s day-to-day academic operations. Dr. Jackson is a proponent of Common Core curriculum, the district’s teacher evaluation system and its efforts to cultivate better school leaders.

“My goal is not to make as much of a splash, as it is to understand what everyone’s role is in this complex ecosystem.”

Jackson said part of her role is also to project a sense of stability. “I am Chicago, and I consider myself a piece of Chicago.” Jackson, 38, described herself as “a proud graduate of Chicago Public Schools.” Her father was a cabdriver, her mother a dispatcher, and she attended Cook Elementary School in the South Side Gresham neighborhood and graduated from Hyde Park High School.

Jackson has a bachelor’s degree in secondary education and a master’s degree in history from Chicago State University. She earned a second master’s degree and in 2010 received a doctorate of education in policy studies and urban school leadership from the University of Illinois at Chicago.

She taught at South Shore High School from 1999 through 2004 and helped to secure a Bill and Melinda Gates Foundation grant that led to the creation of Al Raby High School, where she eventually became principal.

Jackson was named a 2014 Cahn Fellow and presented her yearlong research at the American Educational Research Association (AERA) Presidential Key Session panel in Chicago earlier this year.
JANICE JACKSON NAMES 2012 CAHN FELLOW ALAN MATHER
CHICAGO PUBLIC SCHOOLS CHIEF OFFICER
FOR COLLEGE & CAREER READINESS

"While it is difficult to leave the students and teachers at Lindblom, the chance to work with Cahn Fellow Janice Jackson and support her vision around College and Career Success was too great to pass up.

The Cahn Fellows Program not only prepared me to think more broadly, but provided the tools for collaborative problem-solving that are so necessary to change the trajectory of students’ lives."

Alan Mather
2012 Chicago Cahn Fellow

Chicago Public Schools Chief Education Officer and 2014 Cahn Fellow Janice Jackson has appointed 2012 Cahn Fellow and Principal of Lindblom Math & Science Academy, Alan Mather, as the new Chief Officer of Career & College Readiness.

Alan was one of the first two Chicago principals appointed as Cahn Fellows in 2012, and he nominated then Westinghouse Principal Jackson for her 2014 Cahn Fellowship.

Mather will now head OCCS which offers wraparound supports for students at every step in their journey K-12 to keep students engaged in school and on-track for success.

This includes attendance and truancy supports, social and emotional skill building, after school programs, school counseling and postsecondary advising, and specialized academic programs such as STEM, International Baccalaureate, Advance Placement, Career & Technical Education, and Dual Credit/Dual Enrollment.

Mather has been the principal of Lindblom Math & Science Academy, a Chicago public high school since 2005, the year he re-opened the school after it had been shuttered for two years. He began his administrative work after 12 years in the classroom and after graduating in 1998 from the inaugural LAUNCH program; the Leadership Academy and Urban Network for Chicago, Chicago’s first principal preparation program.
CAHN FELLOWS ATTEND THE FIRST LEADERSHIP INSTITUTE FOR SCHOOL CHANGE

In June, I served as the faculty lead and co-facilitator for the first Leadership Institute for School Change at Teachers College, Columbia University. Along with my co-presenter, Jessica Blum-DeStefano, we hosted a group of nearly 40 leaders from around the country for a two-day deep-dive into the theory and practice of supporting adult development.

Attendees of the interactive workshop included teams and individuals from Chicago, Atlanta, North Carolina, New York, New Jersey, California, Massachusetts, and more—and many were Cahn Alum or recommended by Cahn Fellows and Cahn Alum! They came back home to TC to learn more about adult developmental theory, my developmental model of leadership for supporting growth, and promising, capacity-building practices that can be implemented in any school, district, or organization. It was wonderful and “such a gift,” to be with Cahn family and friends.

In attendance, were 2014 Cahn Fellow Jane Hsu and other Chicago educational leaders generously sponsored by 2014 Cahn Fellow Janice Jackson as she assumed her new role supporting nearly 400,000 students as the chief education officer for Chicago Public Schools. Warm congratulations again, Janice!

On October 22-23, Jessica and I will be facilitating an intermediate-level, follow-up Institute to build upon and expand key developmental learnings for leaders—like all of you Cahn Fellow, Cahn Allies, and Cahn Alums—who already have some background in adult development and leadership in support of adult development. The Institute to be held in Grace Dodge 177-179 at TC will be preceded by an opening-night cocktail reception on Wednesday, October 21.

Jessica and I are also designing a Spring 2016 Institute, which will focus on key ideas from our forthcoming book, Tell Me So I Can Hear You: A Developmental Approach to Feedback for Educators (Harvard Education Press, 2016). You are all invited and most welcome!

As a Cahn faculty coach since 2004, I am especially excited to share these updates about the developmental Leadership Institutes with you, and would love to learn and work with you and/or any of your colleagues at future sessions.

For more information about the Leadership Institute for School Change, please visit www.tc.columbia.edu/cps/leadership.
Cahn faculty advisor Terrence Maltbia, Faculty Director, Columbia Coaching Certification Program and Professor of Practice in Teachers College’s Department of Organization & Leadership, has been recognized by the New York City chapter of the International Coach Federation as their Coach of the Month.

The International Coach Federation describes Maltbia as “a leader in the emerging field focused on the science of human performance,” whose “multidisciplinary approach to executive coaching emphasizes integrating theory with practice drawing from social and organizational psychology, neurosciences (i.e., cognitive, social and behavioral), organization behavior, business management, and leadership research.”

Maltbia co-chairs the Graduate School Alliance of Executive Coaching’s academic program standards committee and is a past recipient of the Academy of Human Resource Development’s Malcolm S. Knowles Dissertation of the Year Award for his pioneering Diversity Practitioner Research.

He has more than 30 years of industry experience in sales, sales management, organizational development and consulting.
CITY OFFERS NEW TEACHER TOOL TO IMPROVE HIGH SCHOOL WRITING

Story by WNYC Reporter Beth Fertig

The NYC DOE has released its first curriculum for high school teachers focused on good writing, a 179-page booklet of suggestions for lessons and activities for teachers. To learn more, WNYC caught up with 2003 Cahn Fellow Anna Commitante, senior executive director of curriculum, instruction and professional learning:

What's different about this document?
I think this is very much a writing curriculum. Most of the resources that currently exist in high schools today are reading resources. And while there's some opportunities for writing, it's basically opportunities to write about what they're reading and not with this intent to become better writers. And so this curriculum is very much about making sure we intentionally teach kids to be better writers.

Why high school?
The chancellor in terms of her many visits to high schools pointed this out to us as a need, in terms of the kinds of writing and the quality of writing that she was seeing. And so we immediately thought about creating a resource. We're very cognizant of the fact that even though we have had a core curriculum for grades K-8, the opportunities for high schools to engage in that have been slim, and so this year we came out with this document as well as the ELA core curriculum.

Why do high school teachers need help with this?
Sometimes it's just not having an awareness that assigning an essay is not the same as teaching kids to write an essay well. And so we really wanted to model the kinds of teaching that should be happening in order for kids to write well.

Where can these suggestions also be used?
Argument, historical investigations, explanations in science, lab reports, you name it. And key parts of the social studies and science curriculum. When you look at all the kinds of writing that these students need to be adept at, it fell to the English teacher in many ways, the burden of making sure that students were able to do this. So we're saying here is, that's everyone's responsibility. So that while the English teacher may be introducing argument, the history teacher can be supporting that and teaching argument that's tightly connected to their coursework. And similarly the science teacher.

For example, what does the guide suggest for October?
The ninth graders are doing ancient civilization, we thought that would be a good opportunity for them to be examining some historical speeches.

We laid out the history by grade because we know that this is usually how it's taught. The sciences are laid out by course because it doesn't always happen that they're taking earth science in ninth and that could vary. But we thought the blogging across the year was an important thing to do so we put that in.

So, will they have it later in the year, more suggestions?
That's the plan. This was intended for the E.L.A. teachers so high school teachers of the disciplines will be more inclined to teach writing if they understand how closely connected it is to their discipline. For example, the kinds of writing that you do in English class are not the same as the kinds of discipline-specific writing that you engage in when you're doing historical analysis, or when you're doing a lab report or research proposal. They're different. And so I guess the message is to ask those teachers to sort of own their discipline beyond the knowledge base.
A decade after New York City shut down a large, struggling middle school in Brooklyn and replaced it with two smaller ones, the Education Department is putting those schools back together and is likely to combine several others.

The two schools are Middle School 354, the School of Integrated Learning, led by principal Monique Campbell, a 2013 Cahn Fellow, and M.S. 334, the Middle School for Academic and Social Excellence. Both schools share a building and were created in 2005 when the administration of Mayor Michael Bloomberg broke up a large and violent middle school in Crown Heights.

The Bloomberg administration invested heavily in creating small schools. Its approach typically involved closing a large school and getting rid of most of the staff, under the philosophy that a new faculty and a smaller environment benefited students.

The current schools chancellor, Carmen Fariña, and her boss, Mayor Bill de Blasio, oppose closing schools except as a last resort, and Fariña has suggested that she is skeptical of the research supporting New York City’s small schools.

While that research, mostly into the small high schools created by the Bloomberg administration, has found that they raised graduation rates and college enrollment among disadvantaged students compared with other high schools, the experience of the two schools in Crown Heights shows two sides of the small schools experience.

Since they were split up, M.S. 354, under its principal, Monique Campbell, has performed much better than M.S. 334, just downstairs from it. The merged school will be led by Principal Campbell.

Last year, 42 percent of the students at M.S. 354 passed the state math tests, compared with 1 percent of students at M.S. 334. Seventeen percent of students at M.S. 354 passed the reading tests, compared with 3 percent of students at M.S. 334. (Citywide, 29 percent of middle school students passed the math tests, and 27 percent passed the reading tests.) The Bloomberg administration tried to close M.S. 334 in 2010, but was blocked by a lawsuit by the United Federation of Teachers.

Chancellor Fariña said her approach was not a reversal of the small-schools philosophy of the prior administration. The most important factor in whether two schools should be merged, she said, would not be their size, but whether one school has an exceptional principal capable of running both schools.

“What I’m mostly looking for is a charismatic leader, someone who has done something different in their building, someone who’s looked at data, who has had very high teacher retention, particularly in struggling neighborhoods,” Fariña said that when a struggling school was combined with a more effective one, it would raise the morale of teachers in the struggling school and force them to “raise their game a little bit.”

Asked why she did not instead close M.S. 334 and put a charter school in its space, Fariña said: “We have the expertise right in our doorstep. Here you have Monique Campbell, who is doing a fabulous job. To me it would not have made sense to do anything else.”

The formal consolidation will not take place until the 2016-17 school year, but Principal Campbell will supervise both schools this coming year.
TEACHING MATTERS NAMES REGINA TOTTENHAM
WINNER OF THE 2015 ROHATYN PRIZE
2014 Cahn Fellow Receives $25,000 Award for the Brooklyn Transition Center (PS 373)

Teaching Matters awarded the fifth annual Elizabeth Rohatyn Prize for Schools Where Teaching Matters to 2014 Cahn Fellow Regina Tottenham, Principal of the Brooklyn Transition Center (P.S. 373). She will take the $25,000 prize back to her school.

Tottenham was one of four finalists for the prize, which each year recognizes a principal who advances teacher effectiveness in her school. The Brooklyn Transition Center has a high percentage of teachers with fewer than five years of experience and is facing impending retirements as well.

Tottenham's Rohatyn Prize submission focused on the school's two-pronged strategy to address the problem: expanding a teacher-mentor pilot to help new teachers, and increasing internal leaders with direct leadership training, team building, and a teacher-led hiring committee.

Tottenham, a 22-year special education veteran who rose through the ranks of teaching and administration, became a principal in 2011. She was thrilled to receive the award.

"The Rohatyn Prize will allow us to deepen some very powerful teacher work that is strengthening our school culture and profoundly impacting the lives of our students. It's about creating real opportunities for leadership and professional growth," she said.

"I can't begin to explain how important this award is to taking teacher effectiveness to a new level at the Brooklyn Transition Center," Tottenham added.

The award luncheon at the Harvard Club featured keynote speaker Phil Weinberg, Deputy Chancellor for Teaching and Learning at the New York City Department of Education (NYCDOE), and a 2006 Cahn Fellow.

Weinberg leads the work to strengthen instruction and enhance student learning in the City's 1,700 schools.

"I'm proud to celebrate the winner of the Rohatyn award and all the nominees for leading innovative and collaborative work that will move our schools forward," said Weinberg.

"They are leading school communities around two of our most important goals: preparing young people to graduate from our schools with a deep love for learning, and providing our students with an education that enables them to have a meaningful career choices for the rest of their lives.”

He added, “The Rohatyn award honors our belief that when educators collaborate we are able to transform teaching and learning for every single student."
CAHN FELLOW PROJECT SPOTLIGHT:

2014 Cahn Ally Kimberley Mascoe
Assistant Principal, P.S./I.S. 178

2014 Cahn Fellow Jennifer Carreon Ambert
Principal, Holliswood School, Queens

P.S./I.S. 178 Assistant Principal Kimberley Mascoe (Top Left) and Principal Jennifer Ambert (Top Right) are pictured with the Student Council of the Holliswood School

Our 2014-2015 Cahn Project was entitled, “The Inside SCEWP to Fostering Student Ownership.” Our project focused on preparing our elementary students for middle school readiness and our middle school students for high school readiness, working toward the overall goal of College and Career Readiness.

We have facilitated an action plan this year in which our students have increased ownership over all aspects of their learning, ranging from the academic to the personal behaviors that have been identified as contributing to college and career success.

In an effort to increase awareness of these behaviors, the principal coined the acronym, SCEWP, which stands for Self-regulation, Collaboration/Communication, Engagement, Work Habits/Organization Skills, and Perseverance/Persistence.

These behaviors are embedded throughout the daily instruction of all of the teachers at the Holliswood School and have become a focal point of our advisory program and our overall curriculum.

As we approached the end of the school year, all of our school-wide initiatives have led to an increase in student ownership over their own learning (Advisory, Socratic Seminars, learning targets, discussion protocols and peer feedback) and they all started with pilot initiatives by a small cohort of teachers.

Those various cohorts have successfully effected change throughout the entire building. Our hope is that the same will be true of the student-led conferences, which will be school-wide during our conferences.
2004 Cahn Ally Monica George-Fields has founded REACH (Reimagine Excellence and Achievement Consultant House), an educational consortium with her 2004 Cahn Fellow Dr. Peter McFarlane, a former Cahn Fellows Board member. As President and Chief Educational Officer, Monica also serves as a Senior Academic Facilitator working directly with REACH clients to provide face-to-face, electronic, and phone consultation aligned to leadership development and school improvement efforts.

Monica has been consulting in schools and districts for the past 10 years. Most recently she served as the Senior Fellow for School Innovation for the Regents Research Fund. Dr. George-Fields brings 28 years of experience as a district-level leader, a turnaround school principal and an educator to the efforts of leading REACH.

As the former Senior Fellow of School Innovation, Monica was the architect of State’s Diagnostic Tool for School and District Effectiveness, a school and district review tool used to evaluate the practices of all federally identified schools and districts. She also led the charge to convert the New York State’s required annual School Comprehensive Education Plans to 3-year strategic plans, which resulted in the adoption and implementation of the Strategic Plan for School Excellence for all 700 Focus and Priority Schools.

In these roles, she supported schools and was the Department’s point person for Principal Performance Review evaluations, providing professional development workshops to over 900 principals, superintendents, and network team members.

Previously, Monica served for six years as principal of Adam Clayton Powell Jr. Elementary School (Public School 153 in Harlem). Prior to successfully turning around P.S. 153, Monica served as an assistant principal, staff developer, and teacher.

In 2004, she participated as a Cahn Ally in the Cahn Fellows Program at Teachers College with Dr. McFarlane. George-Fields currently teaches Introduction to Supervision, Critical Issues, School Finance, and Supervision for the Center for Integrated Teacher Education (CITE) at The College of St. Rose. She also taught Qualitative and Quantitative Theory and Curriculum Development for several years as an adjunct professor for Fordham University Graduate School of Education.

George-Fields holds a Bachelor of Science degree from Florida A&M University in Political Science, a Master of Science in Education in Educational Leadership from Bank Street College of Education, a Master of Education in Organization & Leadership from Teachers College, Columbia University and a Doctorate of Education from Teachers College, Columbia University concentrating in Urban Education and Leadership.
CAHN ALUMNI DECEMBER 3rd HOLIDAY GATHERING

Please join us at our holiday celebration!

Date: Thursday, December 3rd
Time: 4:30pm to 6:30pm

Location:

Scholastic Inc.
557 Broadway, NYC
(between Prince & Spring Streets)

RSVP to CAHNFELLOWS@TC.EDU
TOP US HIGH SCHOOLS LED BY CAHN FELLOWS & ALLIES

#8 TOWNSEND HARRIS
ANTHONY BARBETTA
2010 Cahn Fellow

#10 HIGH SCHOOL FOR MATH, SCIENCE & ENGINEERING
CRYSTAL BONDS
2010 Cahn Ally

#14 BROOKLYN TECHNICAL HS
RANDY ASHER
2010 Cahn Fellow

#25 HORACE GREELEY HS
ROBERT RHODES
2008 Cahn Fellow

#48 BARUCH COLLEGE CAMPUS HS
ALICIA PEREZ-KATZ
2009 Cahn Fellow

#52 SCHOLAR’S ACADEMY
BRIAN O’CONNELL
2009 Cahn Fellow

#60 LOWER EAST SIDE PREPARATORY HIGH SCHOOL
MARTHA POLIN
2014 Cahn Fellow

#15 STUYVESANT HIGH SCHOOL
JIE ZHANG
2013 Cahn Fellow
IN THE NEWS...

HARLEM STUDENTS CULTIVATE EMOTIONAL INTELLIGENCE LEADING EACH OTHER IN MEDITATION

DAWN BROOKS-DECOSTA
Principal
Thurgood Marshall Academy Lower School
Manhattan
2015 Cahn Fellow


SHOWCASE PROGRAM ENCOURAGES SHARING SUCCESSFUL TEACHING PRACTICES AMONG SCHOOLS

SHEILA DURANT
Principal
P.S. 69, Journey Prep, Bronx
2014 Cahn Fellow

IN THE NEWS...

CHRISTINA TETTONIS
Principal
Hellenic Classical Charter School (HCCS)
Brooklyn
2008 CAHN FELLOW

RAHESHA AMON
Principal
Thurgood Marshall Academy, Bronx
2007 Cahn Ally

RECEIVES THE 2015 NEW YORK EDUCATOR VOICE FELLOWSHIP

HCCS Awarded
First Place in the
New York State History Day Fair
Performance Category

Unveiling of the
Konstantine & Carrie Tettonis Stage
Made possible by the Agnes Varis Charitable Trust
CAHN-GRATULATIONS!

RETIREES

SHIRLEY MATTHEWS
2006 CAHN FELLOW

Former Principal, High School for Environmental Studies, Manhattan

MARRY PADILLA
2004 CAHN FELLOW

Former Principal
P.S./M.S. 5, Bronx

Retirement Party
Thursday, October 15, 2015
6pm to 10pm

Pelham Bay Split Rock
Country Club

RSVP to
Jacqueline Valentin
jvalent5@schools.nyc.gov

JOYCE BROWN BUSH
2014 CAHN FELLOW

Former Principal
Alfred J. Kennedy School, Queens
CAHN-GRATULATIONS MOVERS & SHAKERS!

MASTER AMBASSADOR PRINCIPAL, DISTRICT 19

MELESSA AVERY
2010 CAHN FELLOW

Principal
P.S. 273, Brooklyn

BRET KIMMEL
2010 CAHN FELLOW
Former Principal of WHEELS
Chief Program Officer
College Access and Success
AMERICA ACHIEVES

 MASTER PRINCIPALS, LEARNING PARTNERS PLUS

AILENE MITCHELL
2010 CAHN FELLOW

Principal
M.S. 88, Brooklyn

CARRY CHAN-HOWARD
2015 CAHN FELLOW

Principal
School for Global Leaders
Manhattan

ALAN COHEN
2006 CAHN FELLOW
Former Principal
Portledge School

Assistant Head of School
Head of Lower School
Speyer Legacy School, Manhattan