



Summer Principals Academy

Teachers College, Columbia University

April, 2024

Dear SPA Students, Alumni, and Friends,

We are excited to share with you the April issue of the Summer Principals Academy (SPA) | New York City Newsletter, your dedicated source for the latest updates and achievements within our Leadership Program. Our mission is to cultivate a strong sense of community and to highlight the successes that make us proud. Your stories and milestones are essential to this narrative, and we invite you to contribute by sharing your achievements with us. Please send your contributions to cy2288@tc.columbia.edu by the 15th of every month, as we eagerly anticipate celebrating your successes together.

Best,

Dr. Colette Young (SPA Cohort 2021)

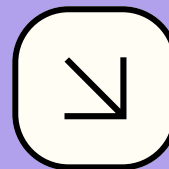
Assistant Director, Summer Principals Academy | New York



Upcoming Events



IN APRIL



2024

**TUE
16**

MANHATTAN MEET & GREET

3:30-4:30 PM EST

└ Earls Beer Cheese, 1259 Park Ave, New York, NY 10029

**FRI
19**

VIRTUAL INFORMATION SESSION

4:30 PM EST

└ Virtual

**MON
22**

PD: LEADERSHIP & DECISION MAKING

1:00 PM EST

└ Virtual

**TUE
23**

CONNECTICUT MEET & GREET

4:00 PM EST

└ Half Full Brewery, 43 Homestead Ave, Stamford, CT 06902

**WED
24**

TC APPLICATION PARTY

12:00PM EST

└ Russell Hall, Teachers College,

**THU
25**

PD: MEETING TIME

10:00 AM EST

└ Virtual

**CLICK HERE TO
REGISTER ON EVENBRITE!**



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To request disability-related accommodations, contact OASID at oasid@tc.edu, or 212-678-3689, (646) 755-3144 video phone, as soon as possible.

SPA SPOTLIGHT

Want to Keep Teachers Happy? Build a Culture of Collaboration at School

Dan Effland (SPA 2018 alum): Principals can treat educators as the professionals they are by sharing decision making with them — the people who will be most affected.



Transforming Education through Collaboration: Insights from SPA Alum Dan Effland! As SPA 2018 alum and Executive Director of Summit Public School: Atlas, Effland champions a culture of collaboration and shared decision-making. [\[Read More\]](#)



KARIMA

SPA ALUMNI FOCUS

By: Peter Fynn and Joy Yang

Karima Hughes was a member of the SPA 2018 cohort, where she obtained her Master in Education and has since gone on to work with the New York City Department of Education (NYCDOE) as an assistant principal after 13 years as a teacher and teacher-leader in the NYCDOE. She is currently a doctoral

candidate at Capella University studying Instructional Design for Online Learning.

Since being appointed the position of Assistant Principal in August of 2019, after graduating from SPA, Karima has been dedicated to her aspiration to reform aspects of public education

"AS AN INSTRUCTIONAL
LEADER IN SERVICE OF
OTHERS, IT IS NOT ENOUGH
TO SIMPLY KNOW WHO YOU
ARE; LEARNING MORE
ABOUT OTHERS IS OF
EQUAL SIGNIFICANCE"

in New York City. At her secondary school, she supervises, supports, and plans initiatives focused on various areas of development, including English Language Learners (ELL) compliance, professional development for teachers, curriculum, assessment, student enrollment, staff recruitment, and much more. In more of a supervisory role following this work, Karima has continued to advance access to students, families, and staff through spearheading curriculum changes, partnering with community-based organizations (CBOs), and designing special programs. Karima specializes in administrative and project management, teacher-talent sourcing and recruitment, and teacher development.

A focal point for Karima following her promotion was her school's curriculum, instruction, and assessment, explicitly focusing on metacognitive and collaborative engagement for students. For instance, the development of collaborative tasks that every teacher must design within a unit. The collaborative tasks support teachers with designing learning tasks that "center students' identities, promote alternative ways of assessing students, provide opportunities for students to hone interpersonal skills, and incorporate cooperative learning to encourage understanding of diverse perspectives."

With her school functioning as a community and a college preparatory

school, Karima is able to foster a multitude of relationships both within and outside of the classroom to advance the college and career readiness of the young people she serves. Whether she is working closely with university partnerships to offer college courses to 10th and 11th graders, working with initiative partnerships to bring trained facilitators to conduct study skills workshop sessions for high schoolers, or liaising with curriculum partnerships to ensure that teachers are afforded the opportunity to deepen their understanding of curriculum and effective pedagogical practices, Karima ensures that those partnerships are sustainable and impactful for the overall academic achievement of students.

With a move to a supervisory role, Karima has maintained her focus and added new initiatives to improve equity and cultural responsiveness. Through observations and feedback, Karima has worked to improve course curriculum and assessment simultaneously while fostering a classroom and instructional culture that centers students' identities and demonstrates high expectations and collaboration within all classrooms across grades and subject areas.

Karima has conducted numerous professional development sessions to hone her strength in planning, designing, and implementing adult learning experiences. She actively reflects on her instructional design approaches for adult learners; one way she gauges the impact of her new ideas is through participant



surveys. Surveys administered after one workshop within a year-long series highlighted positive outcomes regarding the design of the learning experience and the alignment of her school's vision and mission. Below is a small sample of the feedback from one session entitled "Who We Are as a Collective."

- "As a whole, we all were able to reflect on each activity that was given and be able to be open and share our thoughts on it without any judgment"
- "The explicit prompting to speak with colleagues from different subject areas, improve my learning experience during this session."
- "I appreciate the various resources we had to guide us in regards to how we view ourselves as educators."
- "I enjoyed all of the activities that we participated in, and being able to talk about our views worked well. I felt the activity took me out of my comfort zone. It is so important to know what makes you the person you are."
- "What really resonates with me was how the interaction activities were planned and executed among our diverse staff members. That went well for me."

JOB OPPORTUNITIES



Explore the latest job opportunities in education and leadership roles to advance your career.

[High School Assistant Principal, Casablanca American School](#)

Contact Rick Vanden Boom at rvandenboom@aisj.edu.sa

[Educational leader to lead in school culture and discipline system Dayton, OH](#)

[Science/ Math Literacy Coach](#)

To apply for the position, send a letter of interest, resume, and a sample professional development session that you've planned for K-12 Educators to careers@agirilearn.com by Friday March 22, 2024.

Contact Dr. Maria Akinyele at maria@agirilearn.com

The Summer Principals Academy (SPA) at Teachers College, Columbia University is a transformative graduate program that is committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country



tc.edu/SPA