

EDUCATION UPDATE

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CONGRATULATIONS

to the outstanding recipients for this honor so richly deserved.

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Chancellor Merryl H. Tisch, NYS Board of Regents

Schools Chancellor Carmen Fariña, NYC Dept. of Education

President Ernest Logan, Council of School Supervisors & Administrators

Dean David Steiner, School Of Education, Hunter College

Professor Maya Soetoro-Ng, University of Hawaii

Headmaster Ronald P. Stewart, York Preparatory School

and the

OUTSTANDING EDUCATORS OF THE YEAR 2015

Thank you for the excellence you bring to our community and to our children.

You deserve this recognition for all that you do on behalf of the students of New York City!

With great admiration, Ann and Andrew Tisch

and




YWLN.

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Leadership Network.

Changing public education.

Changing lives.



OUTSTANDING EDUCATORS OF THE YEAR

JUNE 24, 2015, 9-10:30 AM *at the* HARVARD CLUB, NYC

AWARDS CEREMONY

INTRODUCTION

Dr. Pola Rosen, Publisher, Education Update

KEYNOTE ADDRESS

Jay Hershenson, Senior Vice-Chancellor, The City University of New York

DISTINGUISHED LEADER IN EDUCATION AWARD RECIPIENTS

Dr. Maya Soetoro-Ng, Professor, University of Hawaii

PRESENTED BY *Ellen V. Futter, J.D., President, American Museum of Natural History*

Dr. Merryl H. Tisch, Chancellor, New York State Board of Regents

PRESENTED BY *Jennifer Raab, J.D., President, Hunter College*

Dr. Carmen Fariña, Schools Chancellor, New York City Department of Education

PRESENTED BY *Dr. Lisa S. Coico, President, The City College of New York*

Ernest Logan, President, Council of School Supervisors & Administrators

PRESENTED BY *Dr. Charlotte Frank, Senior Advisor, McGraw-Hill Education*

Dr. David Steiner, Dean, School of Education, Hunter College

PRESENTED BY *Roger B. Tilles, J.D., Regent, New York State Board of Regents*

Ronald P. Stewart, Founder & Headmaster, York Preparatory School

PRESENTED BY *Rebecca A. Seawright, J.D., Assembly Member, New York State Assembly*

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THE CITY OF NEW YORK
OFFICE OF THE MAYOR
NEW YORK, NY 10007

June 24, 2015

Dear Friends:

I am delighted to welcome everyone to the *Education Update* Breakfast.

Featuring journalism that imparts new research and focuses on trends and developments in classroom instruction and leadership practices, *Education Update* helps to fulfill my team's mission to support educators and empower the next generation to rise. The success of our efforts depends upon the dedicated professionals who are in the room today, including the distinguished honorees: Chancellor Carmen Fariña, Council of School Supervisors and Administrators President Ernest Logan, York Prep Headmaster Ronald Stewart and Hunter College School of Education Dean David Steiner. Each of you reflects the talent, tenacity and compassion that define New York, and I extend my appreciation and congratulations on behalf of all of our City's families.

Please accept my best wishes for an inspiring morning and continued success.

Sincerely,

A handwritten signature in cursive script that reads "Bill de Blasio".

Bill de Blasio
Mayor



THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

**TO THE HONOREES AND ATTENDEES AT THE
OUTSTANDING EDUCATORS OF THE YEAR
2015 AWARDS CEREMONY**

Education Update
New York, New York
June 24, 2015

I am pleased to join in sending greetings as you gather for this celebration of education. The value of educators in shaping the next generation and the future of the nation cannot be underscored enough.

As President Obama has said, “. . . I still remember all the wonderful teachers who made me who I am, who opened the world up to me, who made me feel that maybe I had something to offer, and maybe saw things in me before I saw them in myself. . . . Talk to anybody who’s succeeded in business, or written a play, or invented an app, or broken an athletic record, and they’ll tell you about a teacher or a coach who inspired them and who challenged them”

To the educators, I hope you take great satisfaction and pride in the choice you made to dedicate your life to the education field. Thank you for all of your hard work and the special role you play in your students’ lives and in the community.

Your efforts in support of young people are helping to realize the dreams we all share for a better future.

Please accept my congratulations and appreciation for your ongoing commitment to our nation’s young people.




Arne Duncan

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York Preparatory School*



ADAM SUGERMAN
*Publisher,
EDUCATION UPDATE
& Palmiche Press*

NOT PICTURED

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*Dean of Education,
Brooklyn College*

**DR. KENNETH
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*Dean of Education,
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DR. MERYLL H. TISCH

Chancellor, New York State Board of Regents

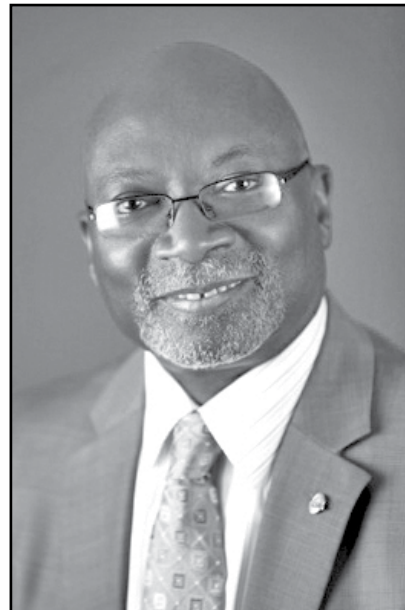
Meryll H. Tisch was appointed to the New York State Board of Regents on April 1, 1996 and reelected to five year terms on April 1, 2001 and April 1, 2006. She was elected Vice Chancellor by her colleagues effective April 1, 2007 and was elected Chancellor by her colleagues effective April 1, 2009. Chancellor Tisch brings to her appointment many years of experience in the fields of education, community service, and philanthropy.

Chancellor Tisch is chairperson of the Metropolitan Council on Jewish Poverty. With an annual budget of \$100 million, Met Council has gained national recognition for its work in the areas of youth and family services, housing, poverty programs, and neighborhood preservation. Previously, she served as chairperson of the Mt. Sinai Children's Center Foundation.

Chancellor Tisch serves on the executive committees of The Washington Institute for Near East Policy and the Citizens Budget Commission. Additionally, she serves on the board of The Trust for Cultural Resources of the City of New York, the Graduate School of Education's Board of Overseers at the University of Pennsylvania, and the Sesame Workshop.

From 1977 to 1984, Chancellor Tisch taught first-graders at New York City's Ramaz School and the B'nai Jeshurun School. She received a B.A. from Barnard College, an M.A. in Education from New York University, and an Ed.D from Teacher's College, Columbia University.

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ERNEST LOGAN

President, Council of School Supervisors and Administrators

Ernest A. Logan worked for nearly 25 years in the NYC public schools, many of them as a CSA member, before taking a leave of absence to join CSA's staff in 1997 as a field service representative. Rising through the ranks, he was elected President in November 2006 by acclamation and again in November 2009 and 2012. He began his third term as CSA's President on Feb. 1, 2013.

Mr. Logan, the 11th of 13 children, was born in Harlem, and raised in East New York, to a family that valued education. His father, a college graduate and trained engineer, died when Mr. Logan was eight, a huge loss for the Logan family emotionally but not spiritually; the older Mr. Logan, and his wife, had imbued their son with the importance of a college degree, family and faith, and his mother kept those values alive for her children despite the hardships they faced.

Mr. Logan remained focused on the future, graduating from Franklin K. Lane High School in 1969 and SUNY Cortland in 1973. He attended Baruch College/CUNY and received his master's degree in education.

He began teaching English at PS 224, D-19, Brooklyn, soon after graduating from SUNY Cortland and within five years, he was a curriculum writer for the Office of Curriculum and Development. In 1983, he became the Assistant Principal at JHS 263, D-23, Brooklyn, and in 1991, he was appointed as Principal of I.S. 55, D-23.

As Principal, he represented his CSA colleagues as the District 23 Chair from 1993 until the fall of 1997 when he became CSA's Director of Community School Districts and worked in the field enforcing the contract and protecting his colleagues' legal rights. In March 2000, the Executive Board chose Mr. Logan as First Vice President to fill a vacancy created when Donald Singer, then-President of CSA, moved to work fulltime at the American Federation of School Administrators, the national union. A few months later, running with then President Jill Levy, he was elected Executive Vice President, a position he retained through the 2003 election. When Ms. Levy chose not to run in 2006, Mr. Logan won the presidency in an unopposed election. Mr. Logan is also the Treasurer of AFSA, and, as a member of the General Executive Board, chairs its legislative committee.

Most recently as CSA President, after tough negotiations with the city, he secured a contract for his Department of Education members that provided substantial salary increases and numerous reforms. Mr. Logan has repeatedly called for high standards and accountability from his members, and does not accept complaints that "the job is too tough." Mr. Logan has forged relationships with city and state officials, understanding the importance of "bridge building" as he calls it, to secure legislation, resources and policies that enable CSA members to perform their jobs to the best of their abilities.

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DR. CARMEN FARIÑA

Schools Chancellor, New York City Department of Education

Carmen Fariña is Chancellor of the New York City Department of Education, the largest school district in the United States, serving 1.1 million students in over 1,800 schools. Over the past 50 years, she has worked in virtually every capacity, from teacher and principal to district superintendent and deputy chancellor, distinguishing herself as an innovative educator committed to helping students, teachers, and principals excel. As Chancellor—a role she assumed in January 2014—her priorities include meeting the needs of the whole child; engaging parents and families; ensuring collaboration, trust, and accountability within the system; and supporting rigorous Common-Core based standards to raise student achievement.

During her first full year as Chancellor, Fariña oversaw the historic expansion of pre-kindergarten to more than 53,000 four-year-olds; expanded the Community School model to provide more wrap-around services to students and families; created a stand-alone, cabinet-level department to support English Language Learners; and increased funding for arts education and after-school programs for middle school students. She also developed new leadership models, transforming the role of superintendents to better support principals; launched the Framework for Great Schools, a holistic research-based approach to school improvement; and created Learning Partners and Showcase Schools, demonstration sites of excellence that allow schools and educators to work collaboratively to strengthen their practices.

A Brooklyn native, Fariña began her career as a classroom teacher specializing in social studies. She spent 22 years at Brooklyn elementary school P.S. 29, where she used reading and writing to boost students' literacy skills and connect class work to real-world events, key components of what would later become Making Connections, an award-winning program that the then Board of Education replicated citywide.

Fariña went on to become one of New York City's most successful principals and superintendents. Under her leadership, P.S. 6 in Manhattan, a good school, rose from 76th on the citywide reading test to among the top three, becoming one of the City's best public elementary schools. She achieved this remarkable turnaround by visiting each classroom daily, encouraging teachers to share best practices, and enhancing staff training. During this time, she was also an adjunct professor at Bank Street College: P.S. 6 served as a model site for prospective principals, hosting more than 500 visitors a year.

In 2001, Fariña was elected Community Superintendent of Brooklyn's District 15, and earned accolades for transforming a deeply divided school community by working collegially with administrators, parents, and teachers. She later served as Superintendent of Region 8.

From 2004 to 2006, Fariña served as Deputy Chancellor for Teaching and Learning at the Department of Education, where she invested \$40 million to expand programs for middle school students.

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DR. DAVID STEINER

Dean, School of Education, Hunter College

Dr. David Steiner is the Klara and Larry Silverstein Dean at the Hunter College School of Education, and Founding Director of the CUNY Institute for Education Policy at Roosevelt House.

Among his accomplishments as Dean, David pioneered the use of video analysis of teaching, an approach that was then adopted by the State of New York as a requirement for teacher certification; forged a partnership with New Visions for Public Schools to create a highly successful model for residency programs of teacher preparation; and incubated Teacher U which has since become the Relay Graduate School of Education. The work at Hunter College had been recognized not only through the NCTQ rankings that place the School of Education among the strongest in the nation, but also through very strong external evaluations of its residency training programs, and the naming of Hunter as recipient of the Christa McAuliffe Excellence in Teacher Education Award from the American Association of State Colleges and Universities.

From 2009-2011, David was the New York State Commissioner of Education in the New York State Education Department, where he raised the level of state assessments, created new clinically-rich pathways for teacher certification, and took a lead role in the state's successful application for the Race to the Top \$700 million federal grant.

Previously, David was Director of Education at the National Endowment for the Arts where he designed new grant programs that supported teachers willing to lead "deep dives" with their students into major works of art, music, literature, dance or theater.

As of August 2015, David will be joining the faculty of Johns Hopkins University as a Professor of Education and as Executive Director of the new Johns Hopkins Institute for Education Policy.

**DISTINGUISHED
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2015



DR. MAYA SOETORO-NG
Professor, University of Hawaii

Maya Soetoro-Ng is the Director of Community Outreach and Global Learning for the Matsunaga Institute for Peace and Conflict Resolution at the University of Hawaii in Manoa. She was awarded a Masters degree in Secondary Education from NYU's College of Education and a PhD in Multicultural Education from the University of Hawaii. For many years, she worked at the University of Hawaii's College of Education where she taught Multicultural Education, Social Studies Methods, and Peace Education at both the graduate and undergraduate levels. She has written a picture book entitled "Ladder to the Moon" and is currently under contract to write a young adult novel entitled "Yellow Wood". Maya is the co-founder of a nonprofit Our Public School, which works to connect public schools to the communities that surround them. With partner Kerrie Urosevich, she has created a program of peace education called Ceeds of Peace, which develops collaborative action plans for peace with educators, family, and community leaders.

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RONALD P. STEWART

Founder & Headmaster, York Preparatory School

Ronald P. Stewart is the Head of York Preparatory School in New York City. The winner of an open scholarship to Wadham College, Oxford University, Mr. Stewart graduated with a B.A. in 1965, a B.C.L. in 1966, and an M.A. in 1969. A Harmsworth Fellow at the Middle Temple in London, he was called to the Bar in 1966 and practiced law as a barrister.

While successful as a barrister, Mr. Stewart, together with his wife Mrs. Jayme Stewart, an American teacher, elected to pursue another passion, namely, to provide an educational setting where students of all abilities could feel challenged and empowered to succeed. They set off to open a school in New York City and founded York Preparatory School in 1969 with the philosophy that a school should offer a program of superior education and should strive to instill in its students a strong sense of personal worth. To that end, Mr. Stewart has engaged with seniors every year in his Ethics class.

York Prep is acclaimed as a model school of unqualified success. Mr. Stewart has been at its proverbial helm for 46 years as Head, working with his wife who is the Director of College Guidance and the author of *How to Get into the College of your Choice: And How to Finance It* (William Morrow). Together, they have ensured that the atmosphere remains challenging in a traditional setting, yet caring and flexible enough to meet the needs of each individual student. Compelling evidence of the success of these values is found year after year in the graduates and their college admissions, a tribute to two fine educators: Mr. Ronald Stewart and Mrs. Jayme Stewart.

Mr. Stewart currently serves on the Executive Committee of the Dean's Council of Weill Cornell Hospital, the Education Update Advisory Council, and the Board of Directors for the Alexander Robertson School, and has served on a variety of educational boards. He was a regular speaker at the Klingenstein Program of Teacher's College, Columbia.

Mr. and Mrs. Stewart have three children. Their son, Tripp, is a veterinarian; Mallory, one of their twin daughters, is Deputy Assistant Secretary for Emerging Security Challenges and Defense Policy, Bureau of Arms Control, Verification, and Compliance; Gillian, the other twin daughter, is a professor of Marine Biology at Queen's College in the City University of New York.

KEYNOTE SPEAKER

2015



JAY HERSHENSON

Sr. Vice-Chancellor for University Relations & Secretary of the Board of Trustees, CUNY

Jay Hershenson has served for thirty-five years in senior level administration at The City University of New York, the nation's largest and leading public urban university system serving over 500,000 students. His portfolio is comprised of the development and implementation of CUNY's external relations programs including governmental, media, and community relations, marketing and communications, CUNY TV, and the administrative operations of the Board of Trustees. He has made a lifelong commitment to the use of higher education to positively transform lives. Jay received numerous awards for his work promoting academic excellence and educational opportunity, including the Distinguished Leader in Education Award by Education Update in June 2012. He is the co-founder of CUNY Citizenship Now! which has provided free immigration and naturalization assistance to nearly 277,500 immigrants and is a co-founder of The New York Public Interest Research Group, Inc. Mr. Hershenson is the recipient of several mayoral and gubernatorial appointments, including his service as Senior Advisor to the New York City Charter Revision Commission and as one of five members of The New York State Commission on Higher Education. He also served on Mayor-Elect Bill de Blasio's Transition Subcommittee for Education and co-chaired the Committee on Education for Brooklyn Borough President Eric Adams. He is the Executive Producer of the CUNY TV television shows "Study With the Best," "Science and U," and "Nueva York," featuring many Emmy nominated and award winning programs. Jay earned an M.A. in Urban Studies and a B.A. in Communications, Arts and Sciences and University Administration from Queens College, CUNY. He is the husband of the best New York State legislator, Rebecca A. Seawright, and the father of the two best children anywhere, Haley and Bradley.



DR. LISA S. COICO

President, The City College of New York

Dr. Lisa S. Coico is the 12th President of The City College of New York and the first City University of New York graduate to lead City College. Since joining City College in 2010, Dr. Coico has overseen resurgence in academic excellence, student engagement and faculty enhancement for the benefit of its diverse student population. Through a comprehensive program emanating from her vast experience and embracing the input of students, staff, faculty, alumni, community leaders, and others, President Coico has significantly upgraded the quality of the academic experience and student life as a whole at City College. Major research projects throughout the STEM areas have been nurtured and increased academic emphasis on the extensive undergraduate and graduate offerings in liberal arts have attracted an increasingly high quality of students and faculty alike.

The success of her programs has been reflected in many ways including significant gifting from alumni, growth of the Macaulay Honors Program on campus and recognition of City College as one of the “Best Colleges in the U.S.” by the Princeton Review, Forbes and U.S. News & World Report, and one of the “Best Value Colleges” as measured by the Princeton Review.

Dr. Coico is a nationally prominent educator and researcher in microbiology and immunology and former Provost and Executive Vice President of Academic Affairs and Professor of Surgery at Temple University. She also served as executive director of the Tri-Institutional Research Program, a research consortium of Cornell University, Memorial Sloan-Kettering Cancer Center and Rockefeller University. She has also been honored as Alumna of the Year at her undergraduate alma mater, Brooklyn College.

PRESENTER 2015



JENNIFER RAAB, J.D. President, Hunter College

Jennifer J. Raab is the 13th President of Hunter College, the largest college of the City University of New York. Her role includes championing professors and students who have to overcome hardships to achieve success. Cases in point: Professor Robert Greenberg, Senior Associate Dean of The School of Arts and Sciences who is blind and Patrick Anderson, a music major who is a paralympic star.

Since assuming the presidency in 2001, she has led a successful effort to enlarge the faculty and recruit distinguished professors and artists. Hunter has won new levels of government awards, private grants and philanthropic contributions and launched the first capital campaign in its history. Major changes include the renovation and reopening of the historic Franklin and Eleanor Roosevelt House, which is now the Public Policy Institute at Hunter College. The reforms and improvements are reflected in Hunter's rising national standing. The Princeton Review has ranked it among the Top 10 "Best Value" public colleges in the nation for three consecutive years, and 7th among the Top 10 public regional universities in the North by U.S. News & World Report's in 2012.

President Raab's role as an educational leader continues her long career in public service, from lawyer to political campaigner adviser to government official. Her career in government began in 1979 when she became special projects manager for the South Bronx Development Organization, an agency that played a critical role in the renewal of one of the city's most distressed areas, and she was later named director of public affairs for the New York City Planning Commission.

President Raab went on to become a litigator at two of the nation's most prestigious law firms where she quickly earned a reputation as a strong but fair advocate and was subsequently appointed Chairman of the New York City Landmarks Preservation Commission. She was known for her effective and innovative leadership of the agency that protects and preserves the city's historic structures and architectural heritage. She has been honored by many New York and national organizations, including United Way and the League of Women Voters of New York. She was also named one of the "50 Most Powerful Women in New York" in 2009 and 2011 Crain's New York Business Arroyo Foundation and the Bella Abzug Leadership Institute.

Long active in civic and national affairs, President Raab is a member of the Council on Foreign Relations and serves on the Board of Directors of The After School Corporation and on the Steering Committee of the Association for a Better New York. She was appointed a member of the 2004-05 New York City Charter Revision Commission by Mayor Michael Bloomberg.

A graduate of Hunter College High School, President Raab is a Phi Beta Kappa graduate of Cornell University, holds a Master in Public Affairs from the Woodrow Wilson School of Public and International Affairs at Princeton and received her law degree cum laude from Harvard Law School.

PRESENTER 2015



ELLEN V. FUTTER, J.D.

President, American Museum of Natural History

Ellen V. Futter has been President of the American Museum of Natural History since 1993. During her tenure, the Museum has been in one of the most active periods of growth in its history, including strengthening and expanding its longstanding leadership in science and education, and extending the role of museums more broadly in the formal education system.

In 2006, with the establishment of the Richard Gilder Graduate School, the Museum became the first American museum authorized to grant the Ph.D. degree. In 2011, the Museum launched the nation's first free-standing museum-based Master of Arts program in teaching, focused on Earth science. Both of these programs were launched with the authorization of the Regents of the University of the State of New York. In 2015, the Museum received the prestigious Public Service Award from the National Science Board for its work fostering the public understanding of science.

In 2000, the Museum opened the Rose Center for Earth and Space, the most technologically advanced public facility dedicated to the study and presentation of astrophysics and Earth and planetary sciences. Also during this period, the Museum opened or restored 14 permanent galleries and launched a robust program of special exhibitions, which are distributed around the world.

Before joining the Museum Ms. Futter served as President of Barnard College for thirteen years where, at the time of her inauguration, she was the youngest person to assume the presidency of a major American college.

Ms. Futter is committed to public service and is widely recognized as a spokesperson on behalf of science education and women's issues. In recognition of her leadership in education, Ms. Futter was a commissioner on the Carnegie-IAS Commission on Mathematics and Science Education and, in March 2010, testified before the House Committee on Science and Technology on the issue of STEM Education. She has received numerous honorary degrees and awards, most recently the 2014 Rachel Carson Award from the Audubon Society. Ms. Futter has the distinction of having been the first woman to head a major New York City cultural institution and the first woman to be chairman of the board of the Federal Reserve Bank of New York.

Ms. Futter graduated Phi Beta Kappa, *magna cum laude*, from Barnard College and earned her J.D. degree from Columbia Law School. She began her career at Millbank, Tweed, Hadley & McCloy where she practiced corporate law.

PRESENTER
2015



REBECCA SEAWRIGHT, J.D.
Assembly Member, New York State Assembly

Rebecca Seawright represents the 76th Assembly District, which includes Manhattan's Upper East Side, Yorkville, and Roosevelt Island. Rebecca, a resident of the Upper East Side for more than two decades, is an attorney, Parent-Teacher Association member, activist, and former member of Community Board 8. Rebecca served as an Assistant District Attorney in the Brooklyn DA's office and legal counselor to small-business owners and entrepreneurs. She is Chair of the Board of Directors of the Feminist Press and Chair of the Board of Visitors of CUNY School of Law.

Upon her election in 2014, Rebecca became the first female Assembly Member to serve the 76th Assembly District. Rebecca is a lifelong advocate for women's rights. As a member of the Parent-Teacher Association at her daughter's school, Rebecca has experience with many of the educational issues that confront New York families and is a fervent supporter of public schools. As an Assembly Member, Rebecca is committed to environmental protection, increasing government transparency, senior citizen rights, and affordable housing. She is a fighter against discrimination and intolerance at all levels of our society.

Rebecca is a member of the Banking Committee; Consumer Affairs and Protection Committee; Corporations, Authorities and Commissions Committee; Judiciary Committee; and the Tourism, Parks, Arts and Sports Development Committee. Assembly Member Seawright has also been named by the Speaker as Chair of the Subcommittee on Consumer Fraud Protection and is a member of the Assembly's Work group on Operations.

Originally from Texas, Rebecca was the Statewide Director of the National Women's Political Caucus, and served for five years as the chief of staff for central-Texas state legislator Bob Melton. She has held staff positions in the Washington, D.C. offices of the late United States Senator Lloyd Bensten, the late Congressman Marvin Leath and Congressman Charles Stenholm. Rebecca later became a fundraiser for former Texas Governor Ann Richards when she was the Texas State Treasurer running for governor, which is what eventually brought her to New York and, later, to become a CUNY Law School graduate. She believes in championing law in the service of human needs.



PRESENTER
2015



ROGER B. TILLES, J.D.
Regent, New York State Board of Regents

Roger B. Tilles was elected to a five-year term as the Regent for the Tenth Judicial District, commencing on April 1, 2005, re-elected to a second five-year term by concurrent resolution effective April 1, 2010, and re-elected to a third five-year term effective April 1, 2015.

Regent Tilles graduated in 1968 from Amherst College with a Bachelor of Arts degree and from the University of Michigan College of Law in 1971. He became Director of Law and Legislation for the Michigan Department of Education, was elected to the Michigan State Board of Education, and in 1975, he became the Executive Secretary to the Speaker of the Michigan House of Representatives. During this time in Michigan he taught education and the law at University of Michigan, Michigan State, Eastern Michigan and Central Michigan Universities' Schools of Education. He was also the counsel to the Michigan Teacher Tenure Commission as well as a Special Education Hearing Officer. After being a candidate for U.S. Congress, he opened his own law practice in Washington, D.C. in 1978, until his return to Long Island in 1983 where he is a Director of Tilles Investment Companies. He is a member of the New York, D.C. and Michigan Bar Associations.

He was Chair and a founding member of the Association for a Better Long Island, past acting Chair of the Long Island Regional Planning Board, served as Chair of the Long Island University Board of Trustees, served on the Boards of WNET/Channel 13 and WLIW/Channel 21 and has been Executive Vice Chairman of the Tilles Center For The Performing Arts, in addition to serving on the Board and Executive Board of the Long Island Association. He has also worked to form the Long Island Arts Alliance, attempting to bring together the cultural institutions of Long Island.

He is also involved with significant interfaith activities: two of the most prominent being Project Understanding, which he formed with Monsignor Tom Hartman in 1987, bringing Catholic and Jewish teenagers together annually on a mission to Israel; and as the producer of the first Vatican commemoration of the Holocaust under the auspices of Pope John Paul II in Rome in 1994. He is a member and past President of Temple Beth-El of Great Neck, is on the Board of The Jewish Outreach Institute and has been a member of the National Young Leadership Cabinet of the UJA.

Roger Tilles was born and educated in Great Neck in their public schools. He and his wife, Jerry, and their daughters, Eliana and Hanaleah, still reside in Great Neck where their children have graduated from the Great Neck public schools.

PRESENTER
2015



DR. CHARLOTTE K. FRANK

Senior Advisor, McGraw-Hill Education

Dr. Charlotte Frank, as senior advisor of McGraw-Hill Education of The McGraw-Hill Companies for the last several years, addresses “critical issues of education and their importance for business,” the theme of many of her articles and lectures. Honors continue to mount for Frank; She was given a “salute” by The Bank Street College of Education for a lifetime of achievement in education, which included a celebration of her work as the head of curriculum instruction in New York City. At McGraw-Hill she also coordinates the Harold W. McGraw Jr. Prize in Education and co-chairs with Peter (of Peter, Paul and Mary) Yarrow the innovative, much-admired and successful program, Operation Respect: Don’t Laugh at Me.

Frank, a former Regent of the University of the State of New York, is driven by the belief that we can accomplish whatever we want to; it depends on how much we care. Her trajectory was — and is — the more remarkable because she started out in a predominantly man’s world. She was the first woman in her physics class in high school and then decided to go into the school of engineering at City College. She decided to major in statistics and economics, getting a BBA. She then earned a Masters in education from Hunter College and a doctorate in Education Administration from the Steinhardt School at NYU in 2000.

She established The Frank Aerospace Study Center in Arad, Israel, to advance science and technology education. In addition, she leads a mission of U.S. school superintendents and other educators for visit and educational exchanges with Israel.

She has been a generous supporter of various endeavors for high school students in all subject areas but with a particular emphasis on the STEM disciplines (science, technology, engineering and mathematics), identified as crucial to American and global economic well being. At CCNY she established The Dr. Charlotte K. Frank Center for Mathematics Education; and at Hunter, where she was inducted into the Hall of Fame, she has endowed The Charlotte Frank (smart) Classroom. The NYU Science Center also bears her name.

OUTSTANDING ADMINISTRATORS OF THE YEAR 2015

KEVIN ADELSON

Assistant Principal, Joseph B. Cavallaro, I.S. 281, Brooklyn, NY
Maria Bender, Principal; Isabel Dimola, Superintendent; School District 21



The key to successful being a successful school leader is learning and teaching. Evidence of Mr. Adelson's improved academic achievement for all students include the following: 1. Allowing students (General Education, English Language Learners and Students with Disabilities) who excel in core subject areas to join accelerated classes. He uses grade point averages, teacher recommendations, portfolios, state exam results and MOSL results to determine who is ready for placement in accelerated classes. 2. Assisted in programming smaller class settings for students who are lower functioning in order to excel in their core subject areas by reducing the teacher student ratio. 3. Has instituted a variety of classroom practices such as station teaching. 4. Worked alongside teachers to create quarterly exams, projects for all student populations (Gen. Ed., ESL, Students with Disabilities).

Mr. Adelson has established a school culture for learning where there are high expectations for all students and a safe environment for taking risks. He has participated in fundraising activities such as Penny Harvest, Pennies for Patients to support the Lymphoma and Leukemia Society. He has promoted student achievements with award ceremonies, academic fairs. He serves as the Master of Ceremony at our Winter and Spring Festivals of the Arts. He solicited donations and sponsors for his youth sports leagues which is supervisors after school hours. He has promoted volunteerism as the director of a summer camp and hired local youths within the community to serve as counselors. He also runs sports tournaments within the school during Senior Week with the staff playing the seniors in basketball and volleyball. He is able to interactive with parents and teachers so that constructive meetings can take place concerning students' actions in school both academically and behaviorally.

KEVIN FRONER

Principal, Manhattan Hunter Science High School, New York, NY
Frederick Walsh, Superintendent; School District 03



Mr. Froner has served as the Principal of Manhattan Hunter Science for the past two years. Prior to that he served as the school's 12th grade Social Studies teacher as well as spearheaded the early college experience for the first seven (7) graduating classes of the school. In this brief time as principal, he has worked diligently with faculty to prepare students to achieve the highest SAT scores in school's history. This is projected to place our school in the top 5% in the city and possibly Number 1 in the city and state amongst schools that serve a majority Black/Hispanic population. The current Progress Report places our school in the top 11-20%, an achievement where previously we were not in any of the four tiers the year prior to Kevin's assumption of the position. The school also obtained its first Well Developed Quality Review (2014-2015) in school's history.. He also doubled the number of students accepted to Hunter College on full scholarship (Nearly 50% of the graduating class). He implemented the

school's first orchestra program and raised funds to create a Black Box Performance Space in the school. He created a college literacy program to better prepare students to succeed in their college courses, which they take during their senior year at Hunter College. He also developed curriculum for a new Robotics course and a college-credited computer science program available offered to students at the high school.

Since his tenure as principal, Mr. Froner has created a new paradigm/reality for community partnerships. He worked with our Councilmember and Borough President to beautified the school (spectrum of light ceilings, bathrooms, and water filters, painted classrooms and designed a new faculty/parent lounge). He engaged Hunter College's Art Program in the beautification project and created a standing exhibit of work in our hallways. He developed a stronger partnership with the Manhattan Hunter Advisory Board, which supported the SAT and Robotics Pro(sent our first team to the NYC championship both last year and in 2015). Through his support our Recycling Partnership won numerous awards last year. He encouraged parent participation by establishing monthly Parent Coffee Talks, in which parents can come and share their ideas with him. To enhance community spirit he organized lunchtime celebrations, Student-Faculty Sporting Events, and the Hunter Games; all of which embraced parent support and participation. He is currently building an extraordinary partnership with the Congressional Awards Program leading to MHSHS becoming the first Congressional Awards school in the nation.

GEORGE YOUNG

Principal, PS/IS 46, New York, NY
Gale Reeves, Superintendent; School District 05



Over the last 21 years as Principal at PS/MS 46M George Young has made sure that as a school academic achievement has improved for all students. George Young has established a climate in which both the parents and business community want to participate in the school community. Parents are always made to feel welcome in the building and they never need to make an appointment to meet with Mr. Young; his door is always open to the parents in the community to come in to discuss their child. Mr. Young is responsible for bringing in many programs and events held at the school that encourage parental involvement including jazz and theater performances, dance presentations, festivals, recitals and classes. Over the last 21 years as Principal at PS/MS 46M George Young has established many creative and innovative activities that have been conducted under his tutelage, however the most powerful and successful programs are the ARTS. This includes having partnerships with Young Audiences,

Lang Foundation, Studio in The School and Carnegie Hall. It has been George Young's mission to educate the Whole Child supporting education through Arts. Each student is given the opportunity to participate in some form of Arts during their education at PS/MS 46.

He is a leader who believes in shared leadership where he supports his staff and builds school capacity by allowing staff to take on cabinet member roles. This fosters low teacher turnover, because each teacher is considered to be a important member of our school community. Additionally, Mr. Young is supportive of each staff member in the building; he will support the staff when they need help with a student, give the staff feedback to improve their teaching practice and he has an open door policy where staff can speak to him about anything without making an appointment. With the students he has put in place many incentives to increase attendance. This includes class recognition daily of perfect attendance, pizza party for the month, star students, and awards.

MANUEL URENA

Principal, Repertory Company High School, New York, NY

Marisol Bradbury, Superintendent; School District 02



Manuel Urena took over as a principal about two years ago and he has encouraged all students to play some part in the plays while paying careful attention to their academic work. He has also utilized a black box theatre that allows students to perform and seats for parents and other visitors to see the plays. Urena's door is always open to his students and he takes a deep interest in their needs. He maintains discipline without being an authoritarian.

Urena has supported his teachers by making sure that students understand that unless their attendance and academic work is up to his high standards, they will not be permitted to perform in plays. The student body is composed of students interested in the arts; this is the paramount way to encourage students to attend school. He has created a unique atmosphere, which is a model used by Town Hall where the school is housed as a laboratory, for its educational outreach program.



OUTSTANDING TEACHERS OF THE YEAR 2015

CHRISTINE LYNN CHRISTIANSEN

P.S 59-William Floyd School of Professional Studies, Brooklyn, NY

Dawn Best, Principal; Alicja Winnicki; Superintendent; School District 14



Mrs. Christiansen collects data regularly to inform her instruction by giving pre and post assessments across all subjects. This allows her to form groups and target instruction based on the student's individual needs. Each child in her classroom contains a portfolio highlighting the academic growth in each subject area. As you peruse each portfolio, you can clearly see progression across each subject. Mrs. Christiansen's students have improved the most in writing this year. She incorporated Socratic Discussions in her room to improve the student's writing across all subjects. In addition to collecting data before and after a unit of study, Ms. Christiansen tracks progress throughout units by conferencing daily with individual students and/or groups of students. This allows her to adjust her instruction and pull small groups for intervention during each lesson. Students are also assessing themselves in the classroom. Through student friendly rubrics, students evaluate their work and their peer's work. This

allows students to give feedback to each other and grow in other areas.

Mrs. Christiansen uses innovative strategies every day to inform her instruction. Evidence of differentiated instruction, cooperative learning and the socratic method are some of the practices of this teacher. In addition, she makes learning come alive by incorporating technology in her lessons. She creates interactive smartboard activities aligned to the common core standards. She engages her students on a daily basis by connecting learning to the real life. In math, she extended the student's learning of adding fractions with unlike denominators by having groups of students create "Fraction Punch." Students had to determine if the ingredients would fit in the pitcher before they mixed them all together. Finally, they followed a recipe using fraction measurements and were able to share their final product with other students. She also incorporates Universal Design for Learning strategies (UDL) to meet the needs of all the learners in the classroom.

NICOLE CONLISK

One World Middle School at Edeneald, Bronx

Patricia Wynne, Principal; Maria Lopez, Superintendent; School District 11



Ms. Conlisk's class has consistently shown progress in her two years at our school. She is currently a member of our school Data Team and she utilizes her ability to analyze student work to deliver data-driven instruction. Over 65% of her ambassadors were on grade level for the spring 2014 NYS Math test that was above the NYC average. Based on our current data sources, her current classes are expected to maintain or outperform this statistic. Ambassadors are continually and thoroughly assessed via entry slips, exit slips, investigation tasks aligned to our CMP3 curriculum, test simulations, and unit tests.

Ms. Conlisk has become a vital member of our ASD (Autism Spectrum Disorder) Nest program. In preparation for teaching our ASD Nest ambassadors, Ms. Conlisk attended mandated graduate level course work in order to develop skills, strategies and techniques to help meet the social, emotional and academic needs of our ambassadors. Some of the innovative strategies that she has integrated into her classroom are music movement breaks. During a 90 -minute math lesson, Ms. Conlisk might integrate a dance movement break where one ambassador leads the rest of the class in different dance moves for the duration of one song. During this time, each student is jubilantly dancing and singing along and laughing with each other. Seamlessly, when the song ends, the ambassadors move back to their seats and the lesson resumes. It is amazing to watch and it is a testament to Ms. Conlisk's hard work that our ambassadors are aware of and eager to adhere to her expectations.

MOZA MFUNI COOTE

Dr. Gladstone H. Atwell M.S 61, Brooklyn, NY

Dr. Shannon Burton, Principal; Clarence Ellis, Superintendent; School District 17



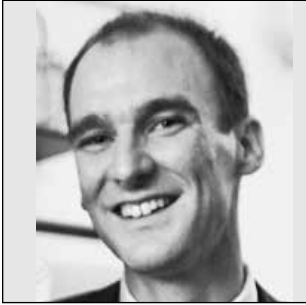
Ms. Coote is an awesome grade 8 ELA teacher who is exposing her students to the rigor of a grade 9 curriculum. Consequently, Ms. Coote values the practice of using data to inform her instruction. Ms. Coote provides various formative assessments such as pre-assessments before each unit, performance tasks, homework, exams, conferencing, and post-assessments at the end of a unit to measure student growth. Class data is charted and posted to reflect the problem(s), the intervention she will provide, the results of the intervention, and her next steps. Students are active participants in monitoring their progress as well. They are adept at analyzing their strengths and weaknesses. As a result of Ms. Coote's students using their analysis to determine their next steps, they focus on meeting their instructional goals and are more determined to demonstrate growth.

Ms. Coote uses various innovative teaching strategies. Her lessons communicate clear expectations verbally and visually and set a purpose for learning while making real world connections. Ms. Coote poses open-ended questions to engage students in comprehension. Ms. Coote is also successful with accommodating students' questions and interests. For instance, when students do not understand the vocabulary in a text, Ms. Coote may afford them an opportunity to dramatize the meaning of the words. Additionally, Ms. Coote provides students with an opportunity to exercise choice. Lessons are differentiated to appeal to all learning styles. Students can expect to research topics online, work on reading skills in their practice books, while others investigate a crime scene she designed in one section of the room or in another area of the room, journal responses during independent reading. Plus, Ms. Coote consistently employs assessment strategies to gauge levels of understanding. For example, she conducts a "Lesson Check" using a scale from 4-1 with 4 being "I can teach this to others" to 1 being "I am lost, I don't understand."

JASON FLEISCHAUER

Brooklyn International High School, Brooklyn, NY

Kathleen Rucker, Principal; Karen Watts, Superintendent; School District 13



The Brooklyn International High School is a public school for recent immigrant students with limited English proficiency. We are part of the Internationals Network for Public Schools. Two of the Internationals core principles drive how students in Jason Fleischauer's 11th grade Mathematics class show progress: Experiential Learning & Language and Content Integration. Jason's rigorous and thoughtful curriculum gives students many choices to show what they have learned and to demonstrate their progress. All of the choices require students to work cooperatively, experience mathematical concepts, connect these concepts to larger ideas, and present their knowledge to an authentic audience. While students in his class do show progress on formal tests, the greatest progress that I witness is when students create and present group projects for a panel of teachers who ask probing, challenging questions.

For the past several years, Jason has used a combined model of a flipped classroom and Layered Curriculum. Students have access to a wide variety of videos explaining mathematical concepts, many of them created by Jason. He also provides them with an abundance of other resources, including online programs such as Khan Academy. Students explore all of these resources at home and use class time to work with the concepts with the support of Jason and their peers. Using Kathie Nunley's Layered Curriculum model, students first complete the "Understanding" layer to master understanding of the concepts. In class, they choose ways to present their understanding to Jason so that they can move on to the "Application" layer. Here they devise various ways to apply the concepts before moving on to the "Extension" layer. Now they are ready to explore deeper connections. This combination of flipped classroom and layered curriculum fosters a sense of autonomy and ownership in his students.

JESSICA GOLDSTONE

Public School 11, Staten Island, NY

Erica Mattera, Principal; Anthony Lodico, Superintendent; School District 31



Students in Ms. Jessica Goldstone's fifth grade class have shown great improvement this year in their Measures of Student Learning (MOSL) ELA results. Much of their success is attributed to the ongoing Checks for Understanding by the teacher, and her ability to bring out the best in her students. Specifically, students increased 67% (24% to 91%) from their Baseline ELA MOSL to their Mid-Year MOSL in Language, which is part of the school's instructional priority this year. Another focus area is students answering questions that are both explicitly and implicitly stated in complex text. In this area, Ms. Goldstone's students increased 9% (from 67% to 76%). Portfolios in Ms. Goldstone's class demonstrate upward mobility in students' abilities to write creatively and with keen organization. Some of the innovative topics that Ms. Goldstone and her students have chosen include How to Stand Up to Bullying (persuasive), Paying College Athletes? (opinion), and Animal Habitats (informational). Behaviorally, Ms.

Goldstone's class needed much improvement from years past. The social and emotional growth of the students was at the forefront of her teaching. Due to her motivation and self esteem-building, students in Ms. Goldstone's class are now reaching the top of their game (literally, since they are 5 and 2 in basketball). This statistic has never before been seen at Public School 11. Online Reporting has decreased by 100% since Ms. Goldstone is teaching this group of youngsters. Through positive behavior intervention and high class morale, the students are most definitely better prepared for middle school.

Ms. Goldstone volunteered her time to teach the after school dance program, which garnered the attention of many parents and community members. Approximately 150 parents attended her Fright Fest assembly. Students in the after school Newspaper Club wrote a feature story about this exciting event. It should be noted that Ms. Goldstone also participates in the After School Newspaper Club by assisting the student photographers. The majority of the students in Newspaper select photography. Other jobs include illustration, journalism, and graphic design. Ms. Goldstone has attended all of her students' Basketball games, which is a testament to her commitment to developing the whole child. She believes that the social and emotional growth of her students is a key ingredient to overall success. Ms. Jessica Goldstone truly deserves the honor of Teacher of the Year through Education Update. She is one of New York's Brightest and works tirelessly to meet the needs of her very diverse learners.

JOHN HENEGHAN

Frederick Douglass Academy III, Bronx

Rahesha Amon, Principal; Carron Staple, Superintendent; School District 9



When you walk in to John Heneghan's classroom the students are consistently engaged in the activities and you can sense that students are learning. He has a great rapport with the students and he is able to motivate students in to, "thinking outside of the box". I recently walked in to one of his classrooms and a student was teaching the class lesson. She put together the lesson from the Do Now to the exit slip and it was highly influenced by John Heneghan. Everyone lessoned and was engaged throughout the class period. In addition to teaching lessons he has motivated students to become better speakers and present materials with insightful information as opposed to vague/non-responsive answers. We did not have an Advance Placement science class but John Heneghan has motivated students to want to increase their science knowledge and for the last 2 years we have had a AP Biology class. A lot of the success of the students is attribute to John Heneghan.

There have been major improvements in John Heneghan's class from class work, organization, presentation and knowledge of content. John Heneghan gives students interim assessments throughout each unit. This gives students the opportunity to track their progress throughout the school year. In addition to interim assessments, John Heneghan frequently, "checks for understanding" throughout class and also reviews, "exit slips" to influence daily lessons. Interim assessments from September till now have increased dramatically and he is on course to make a 20% increase with his AP Biology students from the previous school year.

JOY HSUEH

John Bowne High School, Flushing, NY

Howard Kwait, Principal; Juan S. Mendez; Superintendent



Ms. Hsueh is an exemplary teacher of literacy, with particular respect to teaching literacy through content for our ELLs. Her classroom instruction embodies constant cycles of student engagement, questioning and discussion, and feedback; general education and teachers of IEP students alike, should aspire to emulate such effective practices. Based on the growth of Ms. Hsueh's students and her proven ability to maximize student achievement, she was selected to serve as our school-wide literacy coach. In this position, she serves as a teacher-leader, where she works to improve the teaching of literacy across all disciplines. In this role, she facilitates professional development workshops, inter-visitations, individual consultations, and push-ins as a team-teacher with members of our staff from all content areas. Further, she conducts demonstrations for teachers across the curricula to improve teacher practice and student performance. As a teacher of ESL and ELLS, her work has led to great strides in student performance, which assisted our school in meeting AYP for ELLs in ELA last school year.

Based on this feedback from a multitude of assessments, Ms. Hsueh infuses a multitude of strategies, including, but not limited to, differentiation, deconstruction, reconstruction, word families, pair-share, peer editing, choral repetition, close reading, and the use of graphic organizers to improve student outcomes. As a direct result, we met AYP for ELLs. She is training students on how to conduct close readings, inclusive of implementing protocols for effective annotations and the previewing of vocabulary via the use of choral repetition, visual literacy and word families to amplify student learning in order to implement our school-wide interdisciplinary research paper that counts in multiple classes including, English/ESL, mathematics, social studies and science.

MICHAEL KLEEMANN

One World Middle School, Bronx, NY

Patricia Wynne, Principal; Maria Lopez; Superintendent; School District 11



Mr. Michael Kleemann is our eighth grade Science teacher. He is in his second year as a teacher and he has quickly become an invaluable asset to our faculty and school community. Last year, 93% of our ambassadors passed the New York State Science Exam in Spring 2014. 76% of our ambassadors scored on or above grade level - levels 3 and 4. This is well above the New York City average and a tremendous accomplishment for a first year teacher. These results can be attributed to his hard work and his high level of professionalism and commitment. In his first year, he worked tirelessly to familiar himself with the New York State Science exam, both the written and the performance components. He created his own archive of former tests, grouped by standard, and then designed unit assessments to correlate with the content, format and language of the test.

Mr. Kleemann has integrated several innovative teaching strategies. These include the kahoot! game review format that ambassadors love to play before each unit exam. Additionally, he has been attending some interesting professional development sessions on executive functioning and mind research. He uses the information he learns during these sessions to integrate very focused questions, tasks, breaks and checks for understanding. In this way, instructional time on task is maximized. Most recently, he has started utilizing an app for posting homework assignments. This has been a great resource to help both parents and students stay on track with class expectations.

NICOLAS KOZAK

Manhattan Hunter Science High School, New York, NY

Kevin Froner, Principal; Fred Walsh, Superintendent



In Mr. Kozak's class he embraces various types of assessment: Informal, formal, summative, and performance, based upon the type of the project. He models his assessments to accommodate different learning styles, so that no matter the content matter, everyone has an opportunity for success. Each year he redesigns his curriculum to allow for the flexibility of my students' needs and brings new projects that are designed to encourage students to be aware of the various modalities of art and away from the pre-existing expectations for what a final art work may look like. He has students work on a range of materials together, which opens up the realms for actual creative problem solving to take place. Students own each project because they've invested intellectually in it. Mr. Kozak's students explore problem solving that requires them to apply the content they have learned in their other academic subjects. Mr. Kozak is particularly skilled at getting students involved in classroom activities. He provides venues for

students outside the classroom applying their knowledge and skills in real work situations. Through his guidance his students have secured positions at a number of museums and non-profit art spaces in New York City. He inspires students to be involved in active art organizations and participate in programs that enable them to see art as an active component in their lives. This year alone, students have been accepted to internships at the Studio Museum of Harlem, the Noguchi Museum, the Rubin Museum of Art, No Longer Empty, and the Museum of Arts and Design. These students have created what Mr. Kozak calls a Culture of Awesome, where their confidence and excitement generates a newfound enthusiasm not only in the classroom but also in all these other venues.

MEGAN MINTURN

Brooklyn International High School, Brooklyn, NY

Kathleen Rucker, Principal; Karen Watts; Superintendent; School District 13



Megan has many connections in the dance community, and she uses these connections to expose our students to a variety of dance performances throughout the year. She increases family involvement by inviting family members to accompany students on trips and by including family as audience members for student performances. At parent nights, her after school dance company performs for parents. For the past several years, she and the dance teacher at Brooklyn Friends School have created a highly successful collaboration, where students from the two schools visit each other, perform for each other, and collaborate to create dances. This partnership has brought together two very different student populations, using dance to bridge cultural and language boundaries.

The first thing a visitor will notice upon entering room 510 at the Brooklyn International High School -- during any period on any day -- is that every student is dancing. No one is sitting in a corner or slouching against the wall. They are all creating, collaborating, choreographing, and performing. If this were an elective dance class that students had chosen, this would not be surprising. But this is a daily class, required of 90 ninth and tenth grade students, many of whom have recently arrived from far-off lands. In just three years, Megan Minturn has turned room 510, a former classroom, into a dance studio—one where students are motivated and feel safe to take risks, to explore movement and emotions; where recently arrived immigrants with little or no English are able to work together and communicate with the common language of dance.

DANA MONTEIRO

Frederick Douglass Academy, New York, NY

Joseph Gates, Principal; Gale Reeves; Superintendent



Mr. Monteiro structures his classes to maximize student engagement, discussion and mastery. He has clearly established protocols for classroom participation. At the beginning of the school year, he ensures that students enter the performance area and follow detailed procedures for instrument and material distribution. In the aggregate, Mr. Monteiro focuses on “playing time” (the number of minutes the students play during each period) and “speaking time” (the number of spoken directions). Based upon the following: 1) Initial, Interim, and Final Technique Assessments: Sample Samba Testing Rubric evaluates position, posture, contact points, tempo, rhythms, confidence, and volume. 2) Mastery Learning assignments throughout the course. Individual students have shown mastery in several areas based upon individual goal setting in consultation with Mr. Monteiro. Also, on a class-by-class basis, students have shown progress in their scholarship through class passing and attendance rates. Moreover,

the amount of “playing time” has increased in each class and the amount of “speaking time” has decreased since the beginning of the school year to our last observation in May 2015. In several classes, students were observed in “playing time” during the entire class and Mr. Monteiro facilitated the lesson without vocal direction.

Monteiro was a panel discussant on alternative practices in music education at the 7th International Symposium of the Sociology of Music Education, a presenter in the Education Section at the annual meeting of the Society for Ethnomusicology and presented workshop in samba percussion at the 2015 Teaching World Musics Symposium at Northern Illinois University. He is currently conducting research for his dissertation titled Samba: The Sense of Community in Participatory Music. His original work on Samba technique was completed and will be published later this year.

JACQUELINE MUSUMECI

The Hungerford School/P721R, Staten Island, NY

Dr. Mary McNerney, Principal; Gary Hecht; Superintendent; School District 75

Jacqueline has gone through the ranks from paraprofessional, to NYC Teaching Fellow, and is now making an impact on our entire organization, as an administrative intern (for School Building Leader) at our school and District 75 levels. Her students have shown tremendous progress, as measured by such alternative assessment measurements as: NY State Alternate Assessment data folios, Student Annual Needs Determination Indicators (SANDI) and Formative Assessment Standards Tasks (FAST). She creates the students Individualized education plans (IEPs) from the above data, and her students are meeting their short-term and annual goals. She collaborates with the teaching teams of paraprofessionals, related service providers, the students and their parents to ensure the student can articulate their own goals, when necessary. She keeps individual student portfolios of current student work and creates standards-based rubrics. She co-leads our school's Curriculum Development and Assessment Team (CDA Team). She currently mentors novice teachers on goal setting for their students.

Jacqueline works with primarily with students on the autism spectrum. She is skilled in adapting best teaching materials for classroom use, with ensuring that students remain focused on task. She implements multi-sensory lesson plans that are intended to increase student achievement. She has the ability to bridge student lesson subjects to real-life situations. The students have splintered skills and ranging capability levels. Jacqueline works to increase their aptitudes in areas of independence and the development of community awareness. Jacqueline has attended workshops on TEACCH and JARs strategies. She has evolved to becoming the presenter of such workshops. Her classroom is now used as a model for inter-visitations, to show other educators how she implements such strategies. She also collaborates with our staff to formulate a modified curriculum based on task analysis of critical skills sets and has established a community integration program that allows her students to generalize these skills to their tangible world.

KARA NIELSEN

Simon Baruch MS 104, New York, NY

Rocco Macri, Principal; Bonnie Laboy; Superintendent; School District 2

Over the course of the school year, Ms. Nielsen's students have experienced progress in their ability to express their thoughts in written format and developing their scientific reasoning skills. Our school goal on argumentative writing this year was for 60 percent of students to receive a level 3 or higher on an argumentative task scored against a school- developed rubric. Ms. Nielsen's students well exceeded this goal. Ms. Nielsen's students have displayed growth in their ability to write lab reports and document scientific findings and utilize scientific evidence to support these findings. On teacher evaluation scale for the last year, Ms. Nielsen earned 90 points, missing the highly effective category by one point. Her score on state measures was 17/20 and local measures were 16/20, demonstrating solid growth and student performance.

Ms. Nielsen has been working as a teacher leader in our school for the past three years due to her use of effective practice. She has been a leader in infusing literacy skills in to the content areas. Through the use of science writers' notebooks, Ms. Nielsen provides students with though provoking prompts that push students to think about scientific concepts and apply their understanding of the concepts to these prompts. Ms. Nielsen utilizes hands on learning activities to engage students in the process of scientific investigation. Examples of these strategies include the demonstration of plate tectonics through a smores lab, or the replication of the formation of rocks utilizing crayon shavings. Students engage in hands on activities to come to an understanding of natural phenomena occur. Ms. Nielsen has been at the forefront of our school's data inquiry work, leading teachers through the use of protocols to reflect on student work as a way to strengthen teacher practice. Ms. Nielsen has worked with the staff in utilizing the findings to implement targeted interventions to promote student growth.

SHAHZIA PIRANI-MELLSTROM

Brooklyn International High School, Brooklyn, NY

Kathleen Rucker, Principal; Karen Watts, Superintendent; School District 13



For the past several years, Shahzia has been using Socratic Seminars to develop students' abilities to participate in in-depth, substantive, evidence-based discussions of literature. She sought out professional development opportunities on Socratic Seminars, and over the past few years, she has refined her system of implementation. The result is that her students lead discussions in which they listen and respond, agree and respectfully disagree, build on each other's ideas and encourage each other to participate. Their ownership of the process allows Shahzia (and other adults) to sit outside of the circle and observe, and marvel, at the high level of academic discourse. In fact, the Socratic Seminars have been so successful, that teachers in other grades and other disciplines are implementing their own versions, relying on Shahzia's advice. As an example, I recently witnessed the power of the Socratic Seminar in an 11th grade math class. Students had studied statistics and algebraic formulas through the lens of the

Ebola epidemic, and as a culminating project, they discussed the epidemic in a Socratic Seminar. This practice, which Shahzia championed, has transformed classroom discussions throughout the school.

Several years ago, Shahzia and the other members of her team began calling the family of every student the week before parent-teacher conferences. In these calls, they give each parent positive comments about the students' progress and encourage them to attend the conferences for further discussion. This greatly improved parent attendance. This year, Shahzia created a protocol for student-led conferences. Students chose projects from their various classes to present to their teachers and parents. As the majority of our parents do not speak much English, the students often presented in both English and their native languages. The attendance rate for the 12th grade team's parent conferences was nearly double that of the other teams. The parents were amazed at the work that their children presented, and the students were empowered by demonstrating all that they had learned.

RICHARD PREMVALEE

Manhattan Hunter Science High School, New York, NY

Kevin Froner, Principal; Fred Walsh, Superintendent



Mr. Premvaree teaches Physics, Robotics and Computer Sciences at Manhattan Hunter Science High School. Recently he has implemented Standards Based Grading within his classroom. This grading system is new to our school population and shifts the focus of student learning from letter grades to mastery of concepts and skills. Because the nature of Standards Based Grading encourages re-assessment, students can see their growth of mastery of concepts over time. This encourages students to engage in metacognitive practices and self-assessment of their learning strategies and methodology. Students develop their self-advocacy skills and gain accountability for their own learning. In the classroom, students engage in informal discussion and academic critiques of their peer's work. Questioning and facilitated discussion through the use of large whiteboards is the primary method of the learning in the classroom.

As the year has progressed, discussion moves from teacher-centered to student-driven. In this way, students are actively asked to draw upon foundational understanding to apply to new scenarios and situations in a classroom discussion.

Mr. Premvaree crafts differentiated lessons plans for varying levels of students that involve dynamic lab experiences and demonstrations of physical phenomena. He involves students through his use of data and video analysis software that lead them to derive relationships between measured quantities and subsequent physics equations. He utilizes Socratic seminars and discussions intent on engaging student-centered questioning and discourse. He also integrates blended learning techniques such as social media and computer animations and simulations to enhance students' knowledge and participation. He assists students in self-paced Python learning modules in which many students encounter their first experience in computer programming.

AUBREY QUAMINA

Brooklyn School for Career Development, Brooklyn, NY
Dr. Yvrose Pierre, Principal; Gary Hecht; Superintendent



Mr. Quamina's students have progressed steadily in their academic performances in Mathematics. He has used multiple classroom assessment techniques during instruction throughout the academic year. This allows him to identify his students' strengths and weaknesses and modify instructions to accommodate their individual needs. He collects and analyzes data on individual students which he uses to improve student learning and target instruction accordingly. These activities allow him to effectively prepare his students for formal and summative assessments where their performances as a group have been shown considerable improvement. He has passionately instructed students on the preparation of their work that are portfolio bound and his questioning techniques have been learner centered. As a result, more students are passing the Integrated Algebra Regents as well as Regent Competency Test (RCT) and earn more credits towards graduation.

Mr. Quamina has done a fine job in motivating his Mathematics students. He establishes a good relationship with his students that he uses as his foundation. He has been able to motivate them and make them feel important and have confidence in themselves. His classroom is inviting and he shows respect for his students at all times. Additionally he sets high expectations and achievable goals for his students. This gives them a sense of accomplishment. He is creative in his instructions and makes the connection to real life situations. Mr. Quamina is also a part time Dean at the school; as a result, he has direct contact but positive interaction with the students. He has established peer mediation groups, prevent conflicts from escalating and maintained good rapport with his crisis teams as well as his students' parents.

MICHAEL REYES

Equality Charter School, Bronx
Amanda Huza, Principal



Michael Reyes uses his extra curricular time to continue engaging learners in the process of writing. Writing outside of school not only gives the students exposure to writing as a life skill that is engaging and fulfilling, but also gives Michael the ability to further assess student progress in the process oriented aspects of instruction. It is through this constant reviewing of student data that Michael can build an accurate picture of what progress looks like for each student.

An additional strategy that Michael Reyes has pioneered at Equality Charter School is the use of the "growth mindset" and its potential for enhancing student engagement and self-worth. Michael immerses students with the research based theory; the classroom environment is used to support the mindset through the use of growth mindset talk-stems, readings and discourse around the growth mindset are investigated, and constant reflection on the growth

versus "fixed" mindsets leads to students embracing the growth mindset. This theory is particularly important because Michael Reyes teaches in a traditionally underserved community. His visionary application of this theory for changing the way the people think about themselves and achievement has a lasting, immeasurable impact on the students he teaches.

Michael Reyes often works with parents to set up behavior plans for students in class. Michael monitors these students, has conferences with them and meets with parents to ensure that students are meeting high expectations. Through working with parents and truly taking time out to mentor young people, Michael has earned a reputation as a caring and trustworthy teacher. Additionally, Michael organizes events through his film club and invites parents to be a part of their students learning. Importantly, Michael lives in the community in which he teaches which allows him to interact with parents, churches and community groups on a daily basis.

ALBANIA ROSARIO

Frederick Douglass Academy III, Bronx

Rahesha Amon, Principal; Carron Staple, Superintendent; School District 9



Albania Rosario creates a yearly calendar of how assessments will take place in her class and then month- by- month calendar of how they will be executed. Her organizational skills has led to increases in test results and yearly progress. Throughout class she is constantly, “checking for understanding” and stops the class to reiterate a point or checking, “exit slips” to assess the progress of the class. Progress is also measured with, “mini assessments” and also discussions to see if the lesson information is being processed. The students have shown improvements throughout the year and this year’s students progress figures to improve a significant number by having these processes in place.

Albania Rosario has a unique teaching style in that she finds a way to motivate all of her students on a daily basis. Albania Rosario involves everyone in the lesson and she really makes students, “think” and use their brain as they engage in the lesson. Albania has a good teacher-student relationship in that the students show respect throughout class and there is affection and support for one another. Albania Rosario uses the smart-board and other scaffolds to differentiate lessons and has students work together to discuss and raise their thoughts and opinions on different topics. Albania Rosario always models lessons to ensure the lessons effectiveness as well. Her Spanish and AP Psychology classes have the highest scores on the Regents/ Advanced Placement exams in school history and yet she is constantly focusing on different strategies to increase rigor and engagement.

NICOLE STEFANSKI

The Hungerford School/P721R, Staten Island, NY

Dr. Mary McInerney, Principal; Gary Hecht, Superintendent; School District 75



Nicole’s high quality Health and Adaptive Physical Education program offers challenging, yet achievable goals. She includes all students in each activity lesson. She teaches students to build physical skills while teaching students how to apply sports skills and basic sports strategies. She has her students review skills and focuses more on team-building, along with officiating sports. Nicole gives her students the opportunity to set and strive for their own personal, achievable goals. Nicole emphasizes lifelong fitness activities, such as walking and dancing. She wants her students to leave her classes having had structured fun and having learned enough about themselves physically to go on to have full, healthy lives. Nicole has created rubrics to measure improved physical fitness. She measures improved muscular strength, flexibility, muscular endurance and cardiovascular endurance. She measures specific motor skills, which allow for safe, successful and satisfying participation in physical activities.

She sets up activities to strengthen peer relationships. Physical education can be a major force in helping children socialize with others successfully, and it provides opportunities to learn positive people skills. Especially for our students with severe communication delays, being able to participate in dances, games, and sports is an important part of peer culture. When Nicole assesses students during her health and wellness lessons, she uses rubrics designed to measure student accuracy and independence (per each individualized education plan), number of prompts needed, and number of correct responses.

Nicole uses strategies from her general education coaching experience and integrates them into her special education classes. The students appreciate her positive energy and being treated as “typical adolescents.” They learn age-appropriate routines and maintain floor spots, warm-ups, cool-downs, and “drop to their knees”, when the whistle sounds. Nicole also attends special education professional development workshops presented by District 75. She implements strategies she has learned from “Physical Best,” “No Gym-No Problem,” and “Move To Improve,” workshops. Our classroom teachers have asked Nicole for some in-class activities that they could use to release students’ pent-up energy and keep them on task. She gladly assists her peers. Throughout the school year, Nicole uses cross-curricular activities that bring math, vocabulary and social studies to show a connection between Health and Adaptive Physical Education and the other core courses. For instance, the students measure the football field or how far they kick a soccer ball. Vocabulary and history of sport activities are discussed. Most important, all the activities are fun and rewarding for all participants. Nicole’s physical education and health classes serve as a lab for application of content in language arts, science, math and social studies.

SUSAN TUTHILL

Brownsville Academy High School, Brooklyn, NY
Katwona Warren, Principal; LaShawn Robinson; Superintendent



Scholar Progress is tracked and monitored based on Ms. Tuthill's backwards planning and mapping the curriculum for the entire school year by breaking her planning and instruction down by each trimester. The first trimester is the planning phase, the second is the development of the scholar work products and the third trimester involves finalizing any outstanding products and presentations. Scholars also have binders to keep all of their work and checklist to ensure that they are on track. In addition, there is a class binder for missing assignments and all work is provided and available via power points. Scholars are able to access all grades and progress via Skedula and Ms. Tuthill holds weekly conferences with scholars to keep them informed of their progress and to set goals. Final work products are placed into their portfolios with a description of the task and a reflection which is presented before a panel of teachers prior to graduation.

Innovative teaching strategies include setting up her classroom as the Tuthill Design Firm in which scholars work for a fictitious client to develop floor plans with swatches, colors and corresponding material. They continue to work throughout the school year to meet the needs of the "client" until the final project is completed and presented to the school community and the community at large. Scholars are eager to be involved in the classroom and in fact request to be enrolled in Ms. Tuthill's class. Scholars assist their peers with the completion of projects and are afforded opportunities to express themselves artistically through ceramics, painting, sculpting, sewing, writing and acting out scripts and developing sound tracks as part of their final presentations.

ROGER WRIGHT

PS 52 Sheepshead Bay School, Brooklyn, NY
Rafael Alvarez, Principal; Julia Bove; Superintendent

Mr. Wright is a 4th grade teacher that leads the fourth grade teacher team . Reading Level Data(F and P) Students moving 2 or more reading levels Sept to March 15/30- 50%Students moving at least 1 reading level- 15/30-50% Growth from Pre-Post Assessments Reading Units Pre/Post Assessments Average 24/30-80% Writing Units Pre-Post Assessments Average 22/30-73% Math Beginning of the Year/Mid Module Assessment Students Making Growth 24/30-86%.

Mr. Wright has taken the math program and written units and aligned them with the math bench-mark assessments to create a full math program for the 4th grade. Mr. Wright has also led the 4th grade team through the study of vocabulary and integrated best practices into his classroom. Mr. Wright has joined the RTI team as part of grant the school was rewarded. He has attended workshops in the pillars of literacy and has developed along with the team to improve intervention in the school on all tiers of intervention.

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DENO CHARALAMBOUS

Principal, Aviation High School, Long Island City, NY
Juan Mendez, Superintendent; School District 24



Since Mr. Charalambous became principal of Aviation High School six years ago our graduation rate has risen from 84 % to 94%. Our Regents Exam results have averaged over a 91% passing rate. We were recognized this year as the Number One school in the nation for teaching Personal Finance by the WISE (Working in Support of Education) Foundation based on our students passing the Financial Literacy Certification Exam. Our students with Disabilities and English Language Learners pass the Regents Exams at a much higher rate than their peers in other New York City high schools.

Mr. Charalambous has created a positive school climate where both parents and businesses want to participate with our school. Since Deno has become principal he sends monthly emails to keep parents informed about what is going on at the school. He promoted the use of the school's website to keep the parents updated about their child's classes and update to date information about the school. Also, parent's can view their students grades, daily attendance and individual class attendance. Deno has a good working relationship with the PTA. For example, when we awarded the number one ranking in the nation by the WISE foundation Deno invited members of the PTA board to come to the awards ceremony.

MARY SCHILLER

John Adams High School, Ozone Park, NY

Daniel Scanlon, Principal; Donald Conyers, Superintendent



Students in Ms. Schiller's class show progress in various ways. In addition to formal assessments including the Regents Exams and Advanced Placement exams, students research various topics and create and deliver presentations to the class. Students in Ms. Schiller's economics class also create a career portfolio and take the Financial Literacy Certification exam. Every year, Ms. Schiller's economics classes are introduced to investing through the Stock Market Game. Students work in teams to research different securities and invest their team's money. In US Government, students conduct research and debate current social issues such as immigration and health care. Students in US History are asked to create a report card for the Presidents and must grade each President's political, social, and economic achievements.

GEORGE WOLFE

Mount Saint Michael Academy, Bronx, NY

Brother Steve Schlitte, FMS, Principal; Dr. Timothy McNiff, Ed.D., Superintendent



Beginning in January 2014, George Wolf has been volunteering at Mt. St. Michael Academy speaking once per week for both the fall and spring semester (About 30 presentations) regarding financial literacy. George speaks to three or four classes each Tuesday for 45 minutes concerning what the students have to know and act upon to ensure a successful start to their financial lives. Taking the presentation material from W.I.S.E. financial literacy course for teachers in New York City, Mr. Wolf took the learning from the course and adopted it to his remarks in economic classes. Moving from a "teach and preach" tactic, he made the instruction more hands-on and intellectually challenging.

Progress for students in their class work with Mr. Wolf resulted in the following lessons being absorbed by each class. An introduction to the stock market began class work. The students were grouped into teams and each team picked a small selection of the stocks from a list of 40 public companies. The students could buy or sell during the semester in an effort to enhance their portfolios. The students were shown how to go online to see how the market was doing and to see how their own stocks were faring. Students became aware of how the "pros" assess stocks in a particular equity eventually leading students to comprehend what influences made the market move one way or the other. IN turn, students were asked to produce ONE new fact about their own portfolio. The lesson acquired was that each student realized that having the best performing portfolio without knowing why it succeeded, failed to achieve the purpose of the instruction. Conversely, students holding an underperforming portfolio were positively recognized if they knew why their stocks fared poorly.

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—Christa McAuliffe

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AD ASTRA, PER ASPIRA

About the Publishers:

DR. POLA ROSEN received what she calls “the best education” at the High School of Music and Art and then went on to major in English at Barnard College, and earn a doctorate in special education at Teachers College, Columbia University. She was a classroom teacher, special education supervisor and college professor before founding *Education Update* nineteen years ago. Dr. Rosen is a member of the Teachers College Advisory Council, the New York Botanical Gardens Education Committee, the Board of Trustees of Landmark College emerita, the Town Hall Advisory Council, the Mercy College Deans Advisory Council and the Board of Trustees of the Kennedy Child Study Center. Her vision has always been to enrich and ennoble people’s lives through education.

ADAM SUGERMAN earned his masters degree in Spanish language and literature at Saint Louis University and has lived in Spain and Argentina. He is currently studying for a Ph.D. in information systems with a concentration in learning technologies at Nova Southeastern University. His career in education started as a mathematics tutor and Spanish and ESL teacher and eventually led to the development of English and Spanish language curricula for school publishers Addison Wesley, Scholastic, Scott Foresman, National Textbook Company, Everyday Learning, McGraw-Hill Santillana USA, National Geographic and many others. In 2003, he established his own imprint, Palmiche Press, which specializes in multilingual print and electronic materials. His passion is to create a world full of polyglots.

Pola and Adam have mentored and guided interns at *Education Update* for many years. In 2008, in addition to creating wider networks of knowledge, they initiated the First Citywide Special Education conference that has now become an annual tradition. Experts are brought together to share the latest perspectives in research as well as concrete applications for use by teachers and parents. A new direction in 2009-2010 has been the Middle Schools Journalism Initiative which crafts literacy skills for 6th and 7th graders through the lens of field trips, teaching interviewing, editing and reporting skills with each adventure. During the year, students’ articles and photos are published in *Education Update* as well as online at www.educationupdate.com. The culmination will be their own newspapers displayed and distributed in their schools in June.

The quintessential truth in improving the lives of children everywhere lies in excellent teaching and mentoring. The very least we can do is to recognize and reward greatness in our teachers and administrators.



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and especially to the
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DENO CHARALAMBOUS

Aviation High School,
Long Island City, NY

MARY SCHILLER

John Adams High School,
Ozone Park, NY

GEORGE WOLFE

Mount Saint Michael Academy,
Bronx, NY

JOYCE COWIN

The United Federation of Teachers *Salutes* Education Update *and its* 2015 Educator of the Year Awardees

We join in honoring New York City Schools Chancellor
Carmen Fariña and the outstanding teachers and
administrators who give their all every day to ensure that
New York City's students receive a world-class education.
Thank you.



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*From the Administration,
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all the Honorees*

Teachers College Press

Carole Saltz, Director

M.S. 61 & DISTRICT 17 CONGRATULATES MRS. COOTE!!!

One of our very own ELA teachers from M.S. 61, Mrs. Moza Mfuni-Coote, was awarded *Education Update's Outstanding Educator of the Year Award*. Mrs. Coote will be honored at a breakfast at the Harvard Club on Wednesday, June 24th. United States Secretary of Education, Arne Duncan and New York City Mayor, Bill de Blasio have sent their congratulatory letters, which will be included in the publication of *Education Update's* journal.



Mrs. Coote is an awesome grade 8 teacher who is exposing her students to the rigor of a grade 9 curriculum. Consequently, Mrs. Coote values the practice of using data to inform her instruction. Mrs. Coote provides various formative assessments such as pre-assessments before each unit, performance tasks, homework, exams, conferencing, and post-assessments at the end of a unit to measure student growth. Class data is charted and posted to reflect the problem(s), the intervention she will provide, the results of the intervention, and her next steps. Students are active participants in monitoring their progress as well. They are adept at analyzing their strengths and weaknesses. As a result of Mrs. Coote's students using their analysis to determine their next steps, they focus on meeting their instructional goals and are more determined to demonstrate growth.

Mrs. Coote uses various innovative teaching strategies. Her lessons communicate clear expectations verbally and visually and set a purpose for learning while making real world connections. Mrs. Coote poses open-ended questions to engage students in comprehension. Mrs. Coote is also successful with accommodating students' questions and interests. For instance, when students do not understand the vocabulary in a text, Mrs. Coote may afford them an opportunity to dramatize the meaning of the words. Additionally, Mrs. Coote provides students with an opportunity to exercise choice. Lessons are differentiated to appeal to all learning styles. Students can expect to research topics online, work on reading skills in their practice books, and journal responses during independent reading while others investigate a crime scene she designed in another section of the room.

Plus, Mrs. Coote consistently employs assessment strategies to gauge levels of understanding. For example, she conducts a "Lesson Check" using a scale from 4-1 with 4 being "I can teach this to others" to 1 being "I am lost, I don't understand." After exiting Mrs. Coote's classroom during instructional rounds, Superintendent Ellis commented, "That is a highly effective teacher!"

Mrs. Coote truly cares about and respects her students. During conferencing, she literally kneels down to peer into the eyes of her students as she listens attentively to their comments. It is clear that the feeling of affection is mutual: behavior issues have reduced as students remain on task when Mrs. Coote circulates the classroom. Students are consistently engaged during group or independent work and explain their thinking process and rationale during discussions. Students daily forfeit their lunch periods to participate in "Lunch and Learn" with Mrs. Coote (which means she rarely takes a personal lunch).

Mrs. Coote involves parents and the community on a weekly basis. Mrs. Coote makes outreach via weekly telephone calls and uses the Internet to maintain open lines of communication. She designed her own webpage where she posts assignments and classroom news. Mrs. Coote also digitally tracks her students' data makes her students' progress transparent for their families. Finally, Mrs. Coote, ever so humbly, makes it very clear that she is in service to her higher power and the needs of her children. It is her spirit of service and her dedication that propelled her nomination for this prestigious award. M.S. 61 is grateful for her service. Congratulations Mrs. Coote!

Education Update is a 19 year-old, award-winning newspaper with 100,000 readers that reaches the decision-makers in education. Readers include District-Level Administrators, Superintendents, Principals, Teachers & Technology Supervisors, Students (K-12 and university), Foundation Heads, Philanthropists, Physicians, Attorneys, and Parents.

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- **Seminars on Science** provides online professional development courses to more than 1,300 educators annually.
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