

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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CUTTING EDGE NEWS FOR ALL THE PEOPLE

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Department of Education
Chancellor Richard A. Carranza

June 2019

Dear Colleagues:

On behalf of the New York City Department of Education (DOE), it is my pleasure to join you in recognizing *Education Update's* 2019 Educators of the Year.

As a lifelong educator, I am aware of the power we have to make positive impacts in our students' lives. I also know that if we are to advance equity now, it is crucial that we collaborate with each other to develop our school administrators and strengthen our leadership pipeline. Additionally, we must forge new alliances to ensure that our schools have the necessary resources to close the achievement gap and expand learning opportunities for everyone. Throughout the years, *Education Update* has been connecting educators, highlighting effective leadership, and supporting academic advancements in our schools. All of these efforts have helped educators throughout the country establish transformational and sustainable change within our education system.

I would also like to take this opportunity to congratulate the honorees: CUNY Chancellor Félix Matos Rodriguez; the acting provost of CUNY, Vita Rabinowitz; the cofounders of the Gilder-Lehrman Institute of American History, Richard Gilder and Lewis Lehrman; the Head of the Windward School, John Russell; and Mercy College President Timothy Hall. These honorees are passionate educators who have developed innovative programs in their respective areas of expertise and demonstrated a passion and commitment to their students.

As we work to achieve equity and excellence for all students, I appreciate *Education Update's* ongoing efforts to support and advance school leadership that help propel our students forward. Once again, I thank you for your tireless work, and I wish you all continued success in your future endeavors.

Sincerely,

Richard A. Carranza
Chancellor

EDUCATION UPDATE

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POLAR BEAR BY JACQUES DELLI PAOLI

81 40.08 N
25 36.71 E

What are you doing here?
I don't recognize you.

I am so hungry.

You are so high above me. I can't reach you.
Aren't you clever. So clever.

You are here,
in my home.
This is my place.

Everything is changing. Moving faster.
So much less ... so much more
Of what I do not need

You are so fearful ...
Of me!

You stand above me!
So sure of yourself
So confident you are safe...
from me?

I am confused. Where can I go
to get away from you.

Help me.
You must help me ... please ...

I think you will be helping yourself
ALL OF US, if you join me
in empathetic passion

Listen to me.

Come down to me.
Be with me
What are you doing ... here ...?

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

July 19, 2019

Dear Friends:

It is a great pleasure to join Education Update in welcoming everyone to its Distinguished Leaders in Education Breakfast.

New York City has always been world-renowned for the quality of our schools and universities, and we owe much of this reputation to our diverse and dynamic community of educators. From establishing universal pre-kindergarten and 3-K for All to doubling the number of seats in after-school programs across the city, my administration is committed to establishing an education system that promotes equity and excellence in every neighborhood throughout our city, and we are profoundly grateful to the extraordinary teaching professionals who help turn that vision into a reality. For 24 years, Education Update has provided transparency to the educational community and an opportunity to celebrate the educators across the five boroughs and beyond who build the foundation on which the next generation can rise. As you gather to celebrate many of these unsung heroes today, I applaud Education Update for highlighting models of success throughout our city and look forward to all that the organization will accomplish in the years ahead.

On behalf of the City of New York, congratulations to this year's honorees. Please accept my best wishes for a festive event and continued success.

Sincerely,

Bill de Blasio
Mayor

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PROFESSOR DAVID BLIGHT AWARDED LINCOLN PRIZE FOR FREDERICK DOUGLASS BIOGRAPHY

By LYDIA LIEBMAN

Recently, the Gilder Lehrman Institute of American History held the thirtieth annual Lincoln Prize Ceremony. This year, the prestigious honor was awarded to historian David Blight for his biography *Frederick Douglass: Prophet of Freedom*. The ceremony was held at the historic Union League Club of New York.

Among the attendees were respected historians such as Martha Hodes, Eric Foner and Richard J. M. Blackett, and Harold Holzer, Medal of Honor winner Paul Bucha, Pace University provost, Dr. Vanya Quinoñes, and many friends, supporters and trustees of the organization. Also in attendance were Middle and High School Gilder Lehrman Civil War Essay Contest winners.

Gilder Lehrman founders, Richard Gilder and Lewis E. Lehrman, spoke during the cocktail hour. Mr. Gilder spoke highly of Blight, who is a profes-



Professor David Blight

sor at Yale, and referenced his Pulitzer Prize win, which was announced the day before the Lincoln Prize ceremony. Mr. Lehrman echoed his compatriot's sentiments. "What Ron Chernow has done for Alexander Hamilton, David Blight has now done for Frederick Douglass," said Mr. Lehrman, referencing the landmark biography of Alexander Hamilton that inspired the hit Broadway musical "Hamilton". Mr. Lehrman also explained how Frederick Douglass's history had been somewhat overlooked until Blight's illuminating biography. Following the words from the founders, Mr. Blight spoke briefly, noting that the bulk of his speech was to come later during dinner. He also paid tribute to David Brion Davis, founding director of the Gilder Lehrman Center for the Study of Slavery, Resistance and Abolition at Yale University, where Blight is director. Davis passed away just a few days before

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EDUCATION UPDATE APPRECIATES GOVERNOR ANDREW CUOMO'S RECOGNITION OF OUR DISTINGUISHED LEADERS IN EDUCATION

Certificate of Recognition

Presented to:

FÉLIX MATOS RODRÍGUEZ

CHANCELLOR, CITY UNIVERSITY OF NEW YORK

on the occasion of this well-deserved honor bestowed upon you by
EDUCATION UPDATE

On behalf of all New Yorkers, I offer congratulations and best wishes as you are acknowledged among the 2019 Distinguished Leaders in Education by the prestigious Education Update publication, a respected newspaper that salutes outstanding educational leadership at its 17th Annual Awards Program. I commend your dedication to the challenging, yet rewarding profession that is educational leadership, for your efforts and insights help to which shape countless minds into strong, engaged, contributing, intelligent, and discerning individuals. Again, congratulations and best wishes for continued success!

Awarded this nineteenth day of June
in the year two thousand nineteen



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Governor



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Q&A RICHARD GILDER & LEWIS LEHRMAN WITH C-SPAN'S BRIAN LAMB

[Originally broadcast on C-SPAN, May 19, 2005]

LAMB: Richard Gilder, can you remember the first time you met Lew Lehrman?

RICHARD GILDER: Yes, I can - vividly. You know, I'm a stockbroker, and interested in growth stocks, especially. And there was this exciting story called Rite-Aid somewhere in Pennsylvania. I mean, everywhere in Pennsylvania is somewhere in Pennsylvania. This happened to be near Harrisburg.

So, we hiked down there, and Lew and his brother-in-law are running this company. And Lew was all business. I mean, this was a great stock, and I was doing very badly in the market then. It must have been '69 or '70. I was just having a dreadful year. I'd started the firm a year earlier. We're down 80 percent.

And so I only held Rite-Aid - it was one of the few stocks I bought that went up that year. And I just was so excited I sold it.

But Lew was - I mean, he was right on the ball, smart as hell. He didn't smile. I don't think his lips - you know, we got about an inch and a half, that was the most.

He was the outside man, making acquisitions, but had the strategy. His brother-in-law was the inside guy, dealing with the unions and the internal controls and the merchandise. So, they were a terrific team.

But I was - never forgot that - even though a) because it was one of the few stocks that went up that year for me, and b) you don't meet a guy like Lew that often. And so, I had this riveting impression of him.

And some years later, he had left Rite Aid, come to New York, which was beginning his public service career. And he formed Lehrman Corporation. It may have been formed before, but this must have been, say, nine years later - eight, nine, years later - '78 - something like that.

And a mutual friend said, "Let's have breakfast with Lew. He's looking for investment ideas."

So I did. And I told him about a stock called Federal Express which just went public, and I was all excited about it, and how terrific it was. And here we are at breakfast, and Lew said, "OK. Buy me 5,000 shares."

I mean, that's a nice order, believe me, for a stockbroker. So, I don't know, must've been 50-odd. You know, we had it bought in about a minute and a half.

And not two or three weeks later, something happened, you know, knocked the stock down 10 points. He's got a 10-point loss. And I've got egg, you know, over various parts of my face.

But I called and said, "You know, Lew,



*Lewis Lehrman & Richard Gilder,
Co-Founders, Gilder Lehrman Institute of American History*

stock's down 10. But I don't think it's real important. Their earnings missed by a penny. Doesn't mean a damn thing. This is a super story." You know, I'm, you know, trying to get the egg off, you know, with some degree of gentility.

And he says, "So, it sounds like I should buy some more."

I said to myself, "Is he kidding?" I said, "By all means, Lew."

He said, "Fine. Buy me another 5,000."

Now, that doesn't happen often in life. So, that was the beginning of just a great friendship.

LAMB: Lew Lehrman, what do you remember from the first time you met Richard Gilder?

LEW LEHRMAN: A guy who looks just the way he does now - outstanding salesman, extremely energetic, very shrewd, always asking questions that were very difficult to answer.

This meeting that we had when I was at Rite Aid wasn't as crucial, though, as the relationship we established. I left Rite Aid in 1977 and, as Dick said, established an investment firm. And at that time, Dick and I noticed our philosophical agreements on certain political questions, political issues, the importance of growth for the American economy and, well, people from all walks of life.

So, that meeting - or, I should say, that part of our relationship inaugurated a partnership which has found its way into public life, politics, and the teaching of American history.

LAMB: Do you have any idea, combined, how much money you two have spent on history since 1994?

LEHRMAN: Well, Dick, you're the

numbers guy.

GILDER: Yes. Well, the documents probably are the large part of it. But I would guess between, I don't know, 125 and 150 million, something like that.

LAMB: Is it equal? Did both of you put in equal?

LEHRMAN: No. I should answer that.

I mean, Dick is - well, there are some people who know how astoundingly successful he has been as an investor and in the investment business. And I can say that unselfconsciously because it's true.

And he has been what some have described as the 800-pound gorilla in our American history partnership for both teaching, collecting and organizing curriculum for the rebuilding and restoring of American history - let's call it pre-eminence.

LAMB: Take the 125 million and then take out your collection for a moment, and how much have you spent on teachers and the institute and the prizes and stuff like that? Any way of dividing them?

LEHRMAN: I - rough, rough, rough - I mean, super-rough - I never thought about it this way. My guess is 100 million, maybe, on the documents, and 25 to 50 on the programs.

LAMB: Why do you do it?

LEHRMAN: Well, the documents were the original initiative that Dick and I planned and executed together on a - really, on a business plan.

And the notion was that, throughout America - unlike most European countries, or almost any other foreign country, the great documents of American history are still often in private hands - families.

And they do not exhibit these, nor do they make them available to scholars, researchers or students.

And so, the teaching side of the building of the collection was to get all of these documents, manuscripts, treaties, that formed the - you know, the structure of American history from the colonial period to the present out of these private hands and get them into a place where they could be serving American students, American teachers, not to mention, you know, Americans from all walks of life who are interested in document-based study and biography in American history.

The second thing was, we thought it was underappreciated, if I may, as an investment opportunity.

So we had two criteria: one, it had to be a document that was truly a substantive document saying something important about American history that others would profit from studying and reading even as elementary or secondary school students.

The second was that the document, not being obscure, might also have a - an investment value, because that often is a very good test of how much a document will be appreciated by the market - by those to whom we really wanted to make it available.

On the whole, both judgments, I think, over a period of - let's see, 16 years now - have worked out.

LAMB: What document did you pay the most for?

GILDER: Was it a document or maybe a statue?

LEHRMAN: It was - it was the bust of Thomas Jefferson.

LAMB: Where did you buy it? When did you buy it?

GILDER: You got to understand, in our relationship, I don't have the patience to be a collector. And I don't have the knowledge, either. Lew does the work. I mean, he is a - he taught history, he understands it - well, I've learned a great deal about it.

But Lew is a Carnegie fellow, he taught at Yale and Harvard, and was only called away because the family business needed him. He could have been teaching today, for all we know, because he loved it - and especially Mr. Lincoln.

So, Lew has had the responsibility of building the collection, building the network of dealers, reading up, doing all the things that collectors do.

One day, I got a call from him because he - on any important purchase, you know, he's a - he's well-mannered, wants to call me and let me have some of the blame. So he said, "There's this Houdin bust of Mr. Jefferson's that come on the market."

I was a - no, I was not a trustee of Monticello. I've been since, but I wasn't

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GUEST EDITORIALS

*It's Not the Kids —
It's the Curriculum!***Robert Carroll**

By **ROBERT CARROLL
& JOHN J. RUSSELL**

If you can read this sentence, you aren't one of the 35 million American adults who are functionally illiterate.

Yes, that's a staggering number. Our failure to teach children to read touches students from all backgrounds, but people with dyslexia — one of whom, Assemblyman Carroll, is an author of this op-ed — and other language-based learning differences the most. For decades, curriculum gravitated toward a "whole language" approach to teaching reading, which assumes children will learn to read by learning whole words through context and exposure. It assumes that reading, like speaking, is an innate skill, and all educators need to do is expose children to the written manifestation of our spoken language and voila, they will become fluent readers and writers.

But reading isn't an innate skill. Currently, 60 percent of our eighth graders are not proficient readers and most will never catch up. Educators often defend this abominable performance by saying schools now use a "balanced literacy" approach that sprinkles phonics instruction into the curriculum while still incorporating the more creative, holistic, and engaging aspects of whole language. That does not work.

The good news is that by utilizing evidence-based reading programs validated by research, we can fix this problem with curriculums that begin with phonemic awareness (the ability to distinguish individual sounds that make up a spoken word) and phonics (how those sounds are represented in print), sometimes called an Orton-Gillingham system. Dyslexic students have difficulty differentiating specific sounds of letters or groups of letters in a word, and will not naturally break down the multiple sounds of each word. Thus, with the wrong instruction, written language can seem impossible to decode.

An Orton-Gillingham type approach is effective not just for dyslexic students, but can help all children, especially

**John J. Russell**

English language learners.

Dyslexic students account for 20 percent of students and have the same range of intelligence as their peers, but they process language differently and need to be taught accordingly.

Two fixes adopted in a number of states could change the lives of millions of students struggling to learn to read.

First, every school in America should screen students in kindergarten and first grade for dyslexia, as is done in seven states with inexpensive, reliable, research-based test screeners that teachers can quickly complete.

Second, research-based instructional strategies and programs, including explicit, sequential instruction in phonics, should be used in pre-k through third grade to provide a solid reading and writing foundation for dyslexic and non-dyslexic children. Small group intervention with more rigorous Orton-Gillingham techniques also should be provided for students struggling to read or identified as dyslexic.

This is an issue of social justice. If you are well off, you can find the appropriate education for your dyslexic child by hiring outside tutors or in some instances suing your school district for not providing your child the free and appropriate public education that they are entitled to under the Individuals with Disabilities Education Act (IDEA).

However, if your child is dyslexic and you don't have the ability to advocate for specific educational interventions or supplement your child's education, it is likely they will struggle to read their entire life. Not because they are dumb or cannot learn, but because their school did not provide the proper instruction. Our problem isn't dyslexic children, it is dys-instruction on the part of our schools.

If we change the way we teach reading, we will change the lives and luck of millions of Americans. #

Assemblyman Robert Carroll, D-Brooklyn, represents the 44th Assembly District. Presently John J. Russell is head of school at The Windward School

*American Education in the
21st Century*

By **DANIEL ROSE**

"I have not yet begun to fight!" shouted Captain John Paul Jones, before winning a fierce Revolutionary War naval battle. That could become the American public's reaction to the poor ratings US students receive in international academic competitions. Pragmatic Americans will, in due course, understand that changes in our educational attitudes and practices are overdue if we are to achieve the universal literacy and skills we desire.

Other leading nations today understand that educated human capital is a more important national asset than financial, industrial, or physical capital. Only America regards education as a private consumer good ("It is for your benefit so you pay for it.") rather than a public resource worthy of governmental investment for all qualified students from all backgrounds at all educational levels. The undervaluing of universal educational opportunities is reflected in our national low levels of upward socioeconomic mobility and in the disparity in achievement between our advantaged and disadvantaged demographic subgroups.

While our well-endowed best private universities and technical institutes are the envy of the world, no other advanced nation has such glaring imbalances in educational opportunities for its advantaged rich versus those for the inner-city minority poor or the isolated rural young. No other advanced nation makes so little provision for the vocational training or employment preparation for those unable to go on to higher education and no other advanced nation respects its teachers so little, trains them so inadequately and pays them so badly yet expects miracles from them in the classroom.

Factors unique to the U.S. make educational reform difficult. Fifty individually-programmed state governments and 14,000 distinctive school districts (each financed by local property taxes) present formidable problems which are exacerbated by a polarized federal government.

To achieve for our national educational enterprise the public support it must have to obtain the necessary resources, our public intellectuals and educators must make a persuasive case. Fortunately, the factual basis for such a case is clear.

Our non-profit colleges and scientific institutes are admired throughout the world, while many of our for-profit col-

leges are seen as semi-fraudulent scams victimizing a poor and unsophisticated clientele. Our elementary and secondary schools, varying widely in quality, are considered both among the world's finest and among the world's worst. Our nation's 1,300 community colleges, largely ignored by the well-educated middle classes, are under-utilized vehicles with great potential for giving functional training to our poorest, our formerly incarcerated, and our non-English-speaking immigrants.

Decades ago, the U.S. public understood that education does not "cost" but that it "pays" Economists pointed out that the U.S. government's best investment was the 1803 Louisiana Purchase and that the second best was the 1867 purchase of Alaska. The third best investment, they said, was the post-World War II G.I. Bill, from which the taxes paid by educated veterans were much greater than those paid by their non-educated identical twin brothers. That additional tax revenue represented a great financial return on the scholarship funds advanced.

Education today still pays, but four separate problems merit immediate attention and open-minded discussion:

- The "level playing field" we need for all the country's preschool children;
- Higher standards for the selection, training, remuneration, retention, and promotion of primary and secondary school teachers;
- College-level provision of STEM and professional training (along with exposure to general education) for all qualified students; and
- Encouragement and support (at federal and state levels and by private philanthropy) of the scientific research that will brighten our future.

Opinions differ and fair-minded observers will take varying positions on these topics; but our national well-being requires serious attention and informed discussion by our national leaders and thinkers.

Every nation's pool of aptitudes and talents is reflected in a similar bell-shaped curve of human possibilities. Those societies best able to provide opportunities for every child to realize its full potential are destined to flourish. When great potential goes unrealized, we all lose.

America needs a continuing national conversation on how to face this challenge. From 2008 to 2017, state funding for public two-year and four-year colleges declined by \$9 billion and average tuition in public colleges increased by 28%. Average student loan debt for 2017 graduates was \$28,700, yet 60% of all Americans support tuition-free public colleges. We have a lot to talk about. #

Daniel Rose is a realtor and philanthropist in NYC.

in Manhattan and White Plains, which Carroll attended, and which specializes in teaching children with dyslexia. On July 1, Dr. Russell becomes the Executive Director of The Windward Institute.

This editorial appeared in the March 14 edition of the Times Union.

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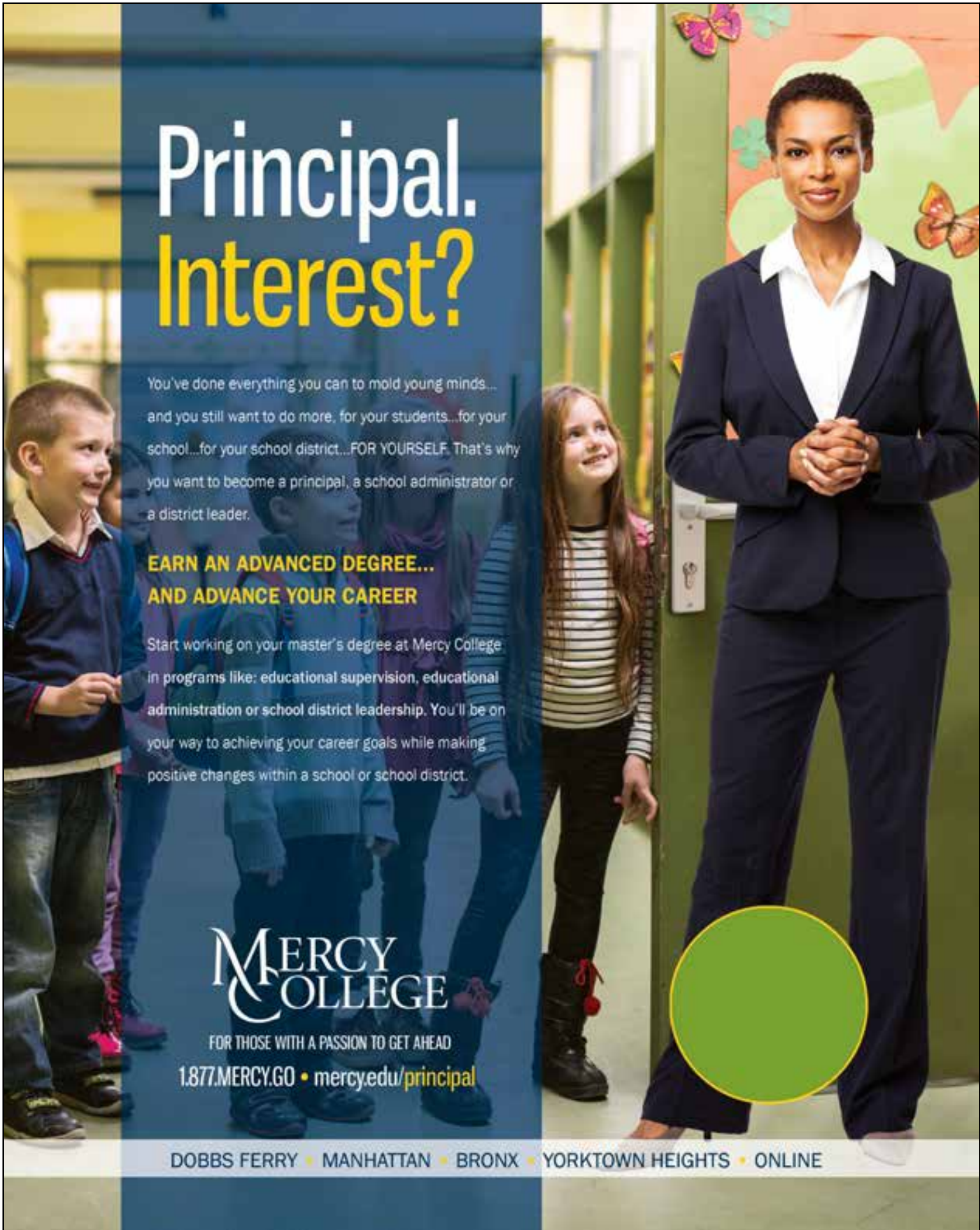
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GUEST EDITORIAL

Stop the Bans*Assembly Member Rebecca Seawright*

By **ASSEMBLY MEMBER
REBECCA SEAWRIGHT,
76TH DISTRICT**

It is a historic year for women in New York State. We passed a bill that I was proud to cosponsor, the Reproductive Health Act (RHA), which codifies *Roe v. Wade* into New York State law. On the day that the RHA was signed, I was proud to present my mentor Dr. Sarah Weddington, the attorney who successfully argued *Roe v. Wade* with a Legislative Proclamation to honor her on this momentous occasion. It was an honor to stand beside her as I debated our bill in chamber and cast my vote in the affirmative. Signed by Governor Cuomo, the RHA codifies the protections of the *Roe v. Wade* decision of 1973 into State law and recognizes that abortion is health care, moving it into the public health law. The legislation is preempting the attacks of a hostile administration and the alarming possibility of *Roe* being overturned. That is the silver lining for women in New York State — we have statutory protections to access safe, legal abortion care, even if *Roe* is further eroded or overturned in

the federal courts. I hope other states will follow our lead and increase access to abortion care instead of rolling back constitutional protections.

Today, over 50% of our United States restrict or severely restrict access to reproductive healthcare. Within the past three months, Georgia, Ohio, Mississippi, Kentucky and now Alabama, have enacted laws that severely restrict access to abortion, sometimes as early as six weeks into a pregnancy. The Alabama law, recently signed by its governor, bans abortion in nearly all cases, with no exceptions for rape or incest, and carries up to a 99-year prison sentence for doctors who perform the procedure. *Roe v. Wade*, the 1973 Supreme Court decision that established a constitutional right to abortion until fetal viability, around 24 weeks of pregnancy, is under attack — all or part of *Roe* could be overturned by our US Supreme Court's new conservative majority, leaving it to each state to regulate abortion with its own laws. The anti-choice movement is closer than ever to its ultimate goal of banning all abortion and punishing women.

Opponents of abortion access are

SPOTLIGHT ON DECISION
MAKERS IN EDUCATION

REBECCA SEAWRIGHT, FIRST FEMALE ASSEMBLY MEMBER TO SERVE THE 76TH DISTRICT

Upon her election in 2014, Rebecca Seawright became the first female Assembly Member to serve the 76th Assembly District representing Manhattan's Upper East Side and Roosevelt Island. Since her election, Seawright has secured \$7.5 million of funding for her district's public schools, senior centers, and parks.

Seawright is a lifelong advocate for women's rights and is a champion for public schools, senior citizen rights, environmental protection, public health, election reform, criminal justice reform, and government transparency. Recently introducing and passing an Equal Rights Amendment to the New York State Constitution, she is encouraged to renew the effort for the federal Equal Rights Amendment to guarantee that women and men are equal under our State and US Constitutions. As a member of the New York State Legislators for Gun Violence Prevention, Seawright is committed to keep guns out of the wrong hands through legislation and advocacy. She is a fighter against discrimination, intolerance, and violence at all levels of our society.

Seawright passed legislation which has been signed into law to identify how many policy-making positions are held by women in New York State Government, require health insurance policies to include 3-D Mammography at no cost to the consumer; to require the State Board of Elections to publish campaign website addresses of candidates

running for statewide office; to authorize Roosevelt Island Operating Corporation to award Public Purpose Funding to nonprofits on Roosevelt Island; relating to spousal maintenance and child support in supreme and family court; and to extend the effectiveness of certain provisions relating to open-end loans.

In 2019, Assembly Speaker Carl Heastie named Seawright as Secretary of the Majority. She is a member of the Banking Committee; Codes Committee; Consumer Affairs and Protection Committee; Corporations, Authorities and Commissions Committee; Education Committee; and the Judiciary Committee. Currently, she serves on the Board of Directors of the Legislative Women's Caucus and the Bipartisan Pro-Choice Legislative Caucus. In 2018, she was appointed to the budget negotiation committee on health.

Seawright serves as Chair of the Board of Visitors of CUNY School of Law, her alma mater, and as a board member of the Feminist Press at CUNY where she formerly served for eight years as Chair.

Seawright was the Statewide Director of the National Women's Political Caucus and served for five years as the chief of staff for a state legislator. She has held staff positions in the Washington, D.C. offices of the late United States Senator Lloyd Bentsen and two members of United States Congress. Seawright later worked for former Texas Governor Ann Richards. #

fueled by policy proposals to indirectly challenge choice. Decision-makers in conservative states will often whittle away at access to a safe and legal abortion by imposing upon the regulations surrounding clinics, abortion doctors, insurance policies, and adding hurdles such as mandatory ultrasounds, counseling and waiting periods. Georgia's governor signed a so-called 'heartbeat bill' to ban abortions after fetal cardiac activity can be detected, which can be as early as six weeks into a pregnancy. Using the word heartbeat is a play on emotions and effectively bans abortions as most women don't even know they're pregnant at six weeks. Supreme Court justices may be reluctant to wade into the abortion debate during an election year, as 7 in 10 Americans across the country believe that abortion should be legal but protections under *Roe* are still at

risk. The reality is that overturning *Roe* would make it impossible for a majority of American women to access a safe and legal abortion.

We forge ahead as lawmakers, as reproductive rights are central to achieving gender equality. As for me, I am lead sponsor on legislation to anchor our rights in our New York State Constitution with an Equal Rights Amendment (ERA), so stay tuned. Over ten million women live in New York State, so adding the ERA is key! I look forward to activating with my sisters and building upon the momentum created by pro-choice allies, elected officials and constituents in demanding equal protections and greater reproductive freedoms for women across our nation. We are stronger together and must fight back against the anti-choice agenda for ourselves, our families, our daughters and our sons in 2020. #



Windward Teacher Training Institute

Windward Teacher Training Institute (WTTI) provides year-round professional development based on scientifically validated research in child development, learning theory, and pedagogy. Courses, workshops, and lectures address a broad range of developmental and curricular topics appropriate for both mainstream and remedial settings. The Institute serves as a resource for educators and professionals in allied disciplines, such as speech and language therapists and psychologists, as well as for families. The goal of WTTI is to disseminate reliable and practical information for those seeking to enhance their knowledge and expertise.



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BOOK REVIEW

*The First Fifty Years*A REVIEW OF HEADMASTER'S
THOUGHTS AT YORK PREP

By JACOB M. APPEL MD JD

Ronald P. “Ronnie” Stewart, the headmaster of York Preparatory Academy, cheerfully proclaims himself a “curmudgeon” and a “cranky old man” near the outset of *Headmaster’s Thoughts*, his curated collection of columns previously published in his school’s website over the past fifteen years. Fortunately, he happens to prove himself a rather witty and insightful old-timer with a wide range of interests. While his references may occasionally befuddle the younger reader—not many folks under sixty-five will recall Congressman Wilbur Mills or his scrap with stripper Fanne Fox—Stewart displays a distinctive gift for using humor and gentle irony in nudging the reader toward embracing his view of the world.

Stewart is certainly a man with a set of core principles. In one of his essays, he argues that the keys to success in life are being one’s own best friend and having a passion for something outside oneself. For Stewart, that passion is clearly education. One senses the values of the storied headmasters of yesteryear in his spirit; he does no fundraising and teaches several classes personally, including one on ethics to graduating seniors, to keep himself in the fray. Maybe it helps to ground Stewart that he is English-born and Oxford-educated, but while he now enjoys fox hunting, he was once a “milk man’s boy” in a poor family and grew up in the gray decade of post-war London. He returns to his childhood repeatedly—to explain his lack of appreciation for fine foods, his belief in the importance of best friends, the lessons he learned from being evacuated during the Blitz—and yet the book is surprisingly forward-looking, a testament to the future and not the past.

The two seminal events in Stewart’s early life were his role as a barrister in defending Charlie Kray (the eldest of the Kray brothers, notorious British mobsters) and his marriage to Jayme, a fellow summer camp counselor in Maine. The former experience made him question the ethics of advocating for clients he knew to be guilty of horrific crimes and to eventually leave the practice of law; his marriage to Jayme, a teacher, led them

to found York Prep in 1969. She still serves as Director of College Guidance. Several of Stewart’s essays focus on their team dynamic—and he goes so far as to say that he doubts either of them could have run a school without the other. “About life,” writes Stewart, “I used to say that I was passionately moderate and moderately passionate”; he rightly points out that this is an oxymoron.

As is unsurprising in an essay collection that originated as a series of internet postings for his school community, *Headmaster’s Thoughts* contains numerous gems of wisdom on schooling and the parent-child relationship. He writes, for instance, “My first observation is that most parents overestimate their ability to affect who their child is, and, by extension, the way their child learns.” And for a man who references *Phaedrus* and the British Test Act of 1871, he is nonetheless able to see that character is of far greater value than book learning. In one of his most perspicacious observations, he notes that “[t]o be particularly bright is as much a learning difference as to have dyslexia, and it can be a lonely learning difference.” (As an ethics teacher, he also grapples with a handful of interesting moral quandaries—such as a student who asks whether he should inform his father that the father’s new girlfriend has attempted to seduce him.)

Lest one conclude that *Headmaster’s Thoughts* is a heavy read, the essays are a blend of humor and commonsense in the spirit of S. J. Perelman or James Thurber. In writing a clever piece about back surgery, Stewart observes: “I finally turned to a famous back surgeon (they are all famous)” What follows could as easily pass for a Jean Carroll stand-up routine. Yes, Stewart is funny, a crafty trick for having us swallow his medicine.

At several moments in *Headmaster’s Thoughts*, Stewart muses on questions of retirement, and once, when a parent asks him what will happen to the school if he dies, reflects specifically on his own mortality. He makes it clear that he has no intention of embracing either any time soon. That gives readers hope that there will be a *Headmaster’s Thoughts II*; let us just hope we do not have to wait another five decades. #

NEW PROVOST AT TC:
STEPHANIE ROWLEY

**Stephanie Rowley, Provost, Dean of the College
and Vice President for Academic Affairs**

By PRESIDENT THOMAS BAILEY,
TEACHERS COLLEGE

It is my great pleasure to announce that Stephanie J. Rowley will become Teachers College’s next Provost, Dean of the College and Vice President for Academic Affairs, effective July 1, 2019. Dr. Rowley currently serves as Associate Vice President for Research (Social Sciences and Humanities) at the University of Michigan’s Office of Research. She is also Professor of Psychology at U-M’s College of Literature, Science, and the Arts. An eminent scholar, Dr. Rowley is a consummate institution builder with a record of success in uniting great minds to develop innovative approaches and solutions to society’s pressing challenges. As a research administrator at U-M, Dr. Rowley has ensured the participation of social scientists and humanists in key, multi-disciplinary University initiatives. One signature example is Mcity, a \$26.5 million project in which the university is working with a consortium of 59 automotive and other com-

panies to further develop autonomous vehicle technology and fully think through its long-term societal implications. The Mcity test facility is an actual small city on the U-M campus that’s used to test-drive autonomous vehicles. Dr. Rowley also previously chaired U-M’s Department of Psychology as well as its Combined Program in Education and Psychology. In those roles, she worked closely with faculty to improve grant writing and to remove barriers to conducting productive research. In her own scholarship, Dr. Rowley has explored how social experiences, attitudes and beliefs influence the ways in which parents socialize their children, and how that socialization process in turn affects children’s motivation in school. In particular, she has looked at the issue of how racial affirmation and self-awareness affect self-esteem and resilience in African Americans. Dr. Rowley will succeed our current Chief Academic Officer, Thomas James, who has rendered outstanding service to Teachers College over the past 12 years. #

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Congratulations to the 2019 Educators of the Year

DR. MARIAN STOLTZ-LOIKE

**Dean of Lander College for Women –
the Anna Ruth and Mark Hasten School,
who personifies excellence in education
and serves as a role model for thousands of students;**

DR. ALAN SEBEL

**Associate Professor in the Graduate School of Education,
whose illustrious career includes leadership and mentorship
at the NYCDOE, NYSDOE and Touro College;**

PROFESSOR ATARA GRENADIR

**Chair of the Art Department at Lander College of Arts & Sciences,
who inspires creativity in and out of the classroom.**

**Dr. Alan Kadish,
President, Touro College**



TOURO COLLEGE
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PURNELL SCHOOL'S WATERSHED MANAGEMENT COURSE: CONNECTING SCIENCE TO REAL LIFE



Andrea Silvestri

By ANDREA SILVESTRI

At Purnell, we specialize in creating a safe, rigorous learning environment to ensure the success of students who think differently. We are a day and boarding college preparatory school for girls with learning differences. Our students' learning challenges include ADHD, dysgraphia, dyscalculia, dyslexia, executive functioning issues, and expressive-receptive language disorder. As a Purnell faculty member, I work alongside my colleagues to design and implement curriculum that appeals to our unique student population. Our goal is to create a community that allows each student to discover her potential and strengths both in and outside of the classroom. I strive to achieve this goal through classes that appeal to my students' individual learning styles. My personal strengths as a science teacher are rooted in environmental, place-based, and experiential education. I work to create curricula that draws from my personal strengths as an educator while catering to my students' unique interests and needs. Most recently, I implemented this strategy while designing a Watershed Management course for Purnell.

Watershed Management is a half-year elective course during which students learn what a watershed is, how they are affected by human activities, and what can be done to preserve them. The course curriculum uses several strategies to appeal to Purnell's students. The class participates in workshops at a nature preserve in coordination with a local non-profit group. The students use online tools

to study the pollution status of the streams around their homes and school. They become familiar with the local flora and fauna. The class engages learners through kinesthetic, hands-on activities. Labs at local streams and ponds allow students to see and apply the concepts they learn in the classroom. Students collect macroinvertebrates, measure pH, oxygen levels, and waterflow at several sites to determine water quality. During the water use unit, the students apply the content of the course to their daily lives. They analyze their water usage while performing daily tasks that include household and consumer choices. They compare and contrast their water use to that of other people around the world and critically analyze how they can lessen their impact on the environment. Watershed Management is an experiential learning course that is highly effective because students learn through hands-on activities. Moreover, all lessons are differentiated. Each lesson can be molded and scaffolded to fit individual students' learning needs. In fact, every class at Purnell is designed and differentiated to meet the needs of our diverse group of learners.

Engaging classes are what make Purnell unique. Our student-centered model utilizes small class sizes and opportunities for one-to-one tutoring and support. Every day, teachers hold office hours and learning specialists provide support in our Learning and Enrichment Center. Purnell values community, and our faculty members advise students individually, facilitate student activity clubs, serve as dorm parents, and coach our athletic activities.

TEACHER FROM GILDER LEHRMAN PROGRAM REFLECTS ON HOW HER EXPERIENCES ENHANCE HER TEACHING

By ADAM SUGERMAN

Melynda McBride, a Teacher in the Gilder Lehrman Program, shares her thoughts:

Adam Sugerman (ADS): What is your area of expertise?

Melynda McBride (MM): My area of expertise is English literature and composition. I teach Honors English and AP Literature and Composition to high school seniors in an urban district in Phoenix. What many don't realize is English literature teachers are purveyors of history; we teach our content through storytelling, connecting our students to larger truths. Understanding the historical context of the setting is critical to understanding the message. And understanding the message is critical to the human experience. My students need to understand the message and the experience to successfully navigate our systems, develop empathy, and create change.

AS: What were the materials you focused on as you shared your knowledge about civil rights with your students?

MM: I wanted my students to see the civil rights movement as I experienced it in Memphis, so I focused on the physical experience. I led them through the conversations, the lectures, the museum, the Lorraine Motel, and the Mason Temple. We looked at the collections that Gilder Lehrman offers, of course, but we always came back to the stories. I showed them the faces, and shared the first-hand accounts—the stories of mothers, fathers, and children of the civil rights movement.

AS: How did the seminars you attended crystalize your thoughts and your work? How did you convey this to your students?

MM: My Gilder Lehrman experience has become the touchstone of my teaching practice. The experience—walking where Dr. King walked, standing where he stood, listening to and gaining knowledge from historical experts and those who witnessed these accounts—has profoundly affected my perspective and practice. I now teach my content through the lens of equity. My responsibility to my students is to empower them to use their knowledge of history, discover their



Melynda McBride

identity, create empathy, and ultimately to inspire change.

AS: Have the teachers at your school refined their teaching skills through your participation in the Gilder Lehrman seminar?

MM: The teachers in my immediate circle have absolutely refined their teaching practice based upon specific learning I brought back from both my Gilder Lehrman experiences. One has been accepted to a Gilder Lehrman seminar and three others have incorporated the primary source documents I brought back with me from the conferences, using them as a regular part of their curriculum. More importantly, though, are the bigger conversations I have with other teachers in other schools, districts, and states about cultural relevancy and hidden history. The hallway conversations that happen organically when I am problem-solving with other teachers have been strongly influenced by my time with Gilder Lehrman. There is a movement to teach the hidden curriculum. I recently had the opportunity to attend the National Council of Teachers of English (NCTE) conference where I was able to share what I had learned with other teachers of English. The push to teach relevant curriculum is strong and Gilder Lehrman is inspiring more than just history teachers. #

Purnell. #

Andrea Silvestri is a STEM faculty member at the Purnell School. The Purnell School is a private all girls college prep school in Bedminster New Jersey.

We want our students to succeed both in and outside of class. Here, we enable each girl to be herself to explore her passions, discover her strengths, and find the confidence to succeed in the world beyond



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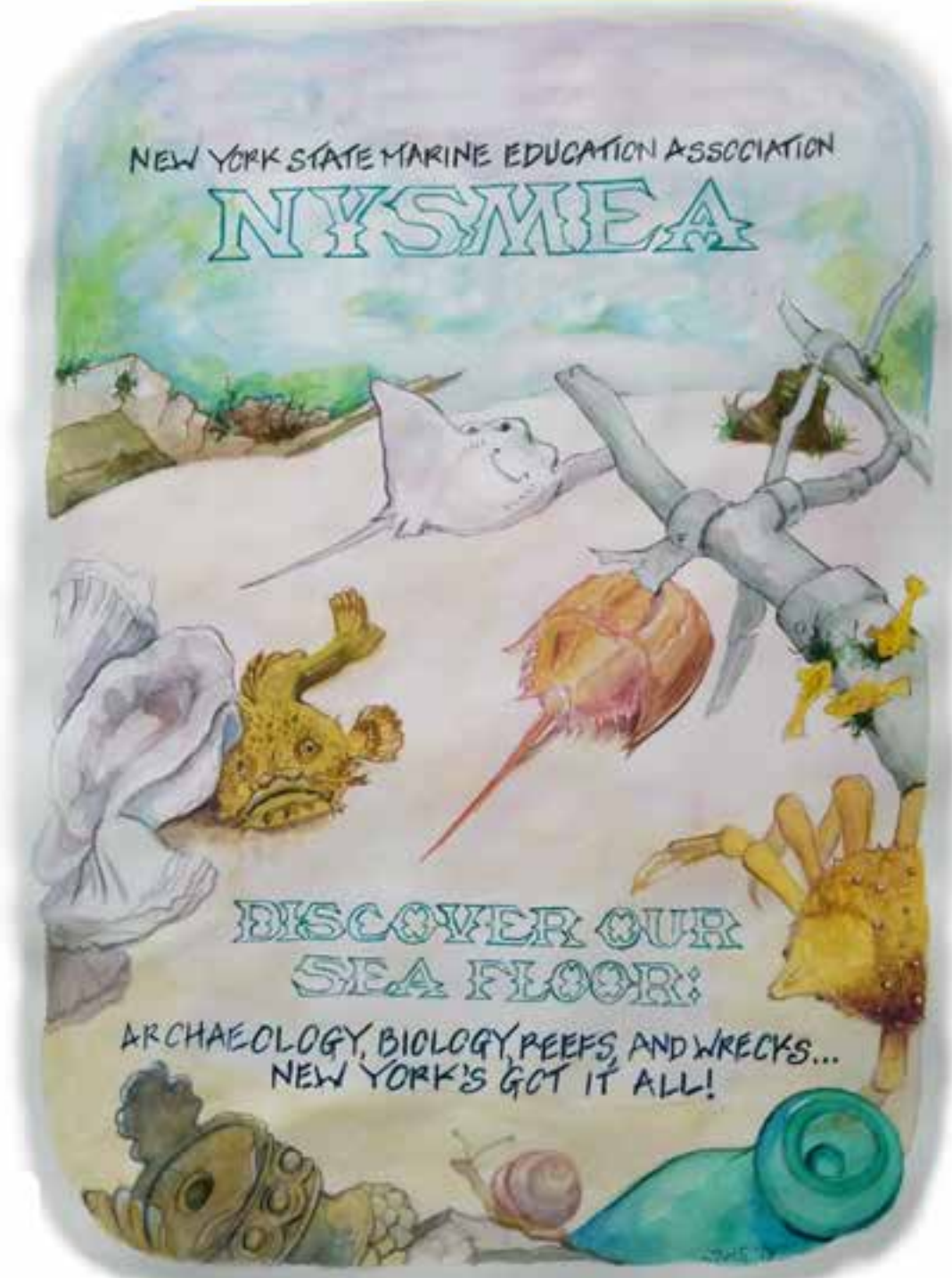
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Artwork Copyright Beth Ritter In Loving Memory of Her Husband, Diving and Marine Education Enthusiast, Gene Ritter

GUEST EDITORIAL

LINCOLN, ABOLITION,
& ECONOMIC FREEDOM

By LEWIS E. LEHRMAN

To read carefully Lincoln's parable of the ant suggests a lost truth: During most of his political career, Lincoln focused not on anti-slavery but on economic policy. Yet anti-slavery and economic policy, in his worldview, were tightly linked. In commercial terms, slavery is theft: "The ant, who has toiled and dragged a crumb to his nest, will furiously defend the fruit of his labor, against whatever robber assails him. ... The most dumb and stupid slave, that ever toiled for a master, does constantly know that he is wronged." It is a truth, he asserted, "made so plain by our good Father in Heaven, that all feel and understand it."

On his way to Washington in early 1861, the president declared, "I have never had a feeling politically that did not spring from the sentiments embodied in the Declaration of Independence." Earlier, he had written, "Most governments have been based, practically, on the denial of the equal rights of men. Ours began, by affirming those rights." At Gettysburg, he insisted that America — despite the flaw of slavery, accepted in order to establish the Constitution — had been "dedicated to the proposition that all men are created equal."

Bound together neither by race nor blood, Americans inherit a single patrimony: equality under the law and equality of opportunity. Lincoln's equality was the latter: "I think the authors of that notable instrument [the Declaration of Independence] intended to include all men, but they did not intend to declare all men equal in all respects. They did not mean to say all were equal in color, size, intellect, moral developments, or social capacity. They defined ... in what respects they did consider all men created equal — equal in 'certain inalienable rights, among which are life, liberty and the pursuit of happiness.'"

Government, Lincoln believed, should enable men and women to develop their freedom, their future, and their country. Lincoln urged that government should be pro-labor and pro-business. His economic philosophy rejected the idea of necessary conflict between labor and capital. In fact, Lincoln argued that capital was, itself, the result of the savings of free labor. Thus, it follows that people are the most important resource, not wealth.

Lincoln defined the essence of the American dream: "There is not, of necessity any such thing as the free hired laborer being fixed to that condition for life. ... The prudent, penniless beginner in the world, labors for wages awhile, saves a surplus with which to buy tools or land for himself; then labors on his



own account another while, and at length hires another new beginner to help him. This is the just, and generous, and prosperous system, which opens the way to all — gives ... energy, and progress, and improvement of condition to all." More than one hundred years later, Martin Luther King Jr. called for the economic rights that would take African-Americans one step closer to freedom: the Negro's "unpaid labor made cotton king and established America as a significant nation in international commerce. Even after his release from chattel slavery, the nation grew over him, submerging him. ... And so we still have a long, long way to go before we reach the promised land of freedom."

Born poor, Lincoln was probably the greatest of self-made men, believing, as he said, that "work, work, work, is the main thing." Lincoln's America was, in principle, a colorblind America. The great abolitionist Frederick Douglass saw this clearly, calling Lincoln "the first great man that I talked with in the United States freely, who in no single instance reminded me ... of the difference of color." He attributed Lincoln's attitude to the fact that he and Lincoln were self-made men — "both starting at the lowest rung of the ladder."

Surely we know about Lincoln's humble parents, his lack of formal education, his discreet but towering ambition. No descendants carried on his legacy of national leadership. Like a luminous comet, he had for a twinkling thrust himself before our eyes, the eyes of the world, there to dissolve into the vast deep whence he came. #

Lewis E. Lehrman is co-founder of the Gilder Lehrman Institute of American History and author of Lincoln at Peoria: The Turning Point (Stackpole Books, 2008). The above is an abridged version of a 2004 essay by Lewis Lehrman titled "To give all a chance": Lincoln, Abolition and Economic Freedom," published by the Gilder Lehrman Institute of American History.

Reprinted from the January/February 2010 issue of *Education Update*.

ORIGINS OF THE GILDER
LEHRMAN INSTITUTE

DAVID BRION DAVIS: WHO WAS HE?

Davis was the institute's first scholar. His coming on board early sent a message to other historians, especially historians who studied slavery, that the institute was a serious group and one that was deserving of consideration. When I first heard him in action, he told the group at the Morgan Library, the question was "What were the origins of New World slavery?" He said, "Between 1500 and 1800, some 14 million slaves were brought across the Atlantic. I was totally astounded. Those numbers were amazingly large. From that came a whole series of initiatives, mostly having him come to NY where seminars were organized so more people could understand and appreciate the wisdom he had accumulated over those years.

He was so engaged by his work with teachers although he taught the best students, with their high SAT scores at Yale, he feels that the work with teachers was

very special. They were so thirsty for knowledge to take the information back to the classroom. That was his legacy to us.

From the teacher seminars came important perspectives in his engaging and accessible book *Inhuman Bondage*. He built on those seminars to create his undergraduate course at Yale.

We're the only country in the world that is governed by ideas. All the rest of some national territory or some racial, but our is strictly by ideas, and among them is that all men and women are created equal. And to perpetuate the importance of ideas, in this country is of overwhelming importance. And if our young people don't understand ideas which brought them into this world, we've done a poor job. So we are determined, not just Lew and I and Jim and you, Leslie, but anybody associated with us is determined to keep those ideas alive, well, and vibrant. #

The American Folk Art
Museum Announces New
Endowment Fund

(L-R) Joyce Cowin, Helen Cowin, Hunter College President Jennifer Raab, Dr. Ruth Gottesman

By LYDIA LIEBMAN

Recently, the American Folk Art Museum in New York City announced the creation of the 30/60 Anniversary Endowment Campaign. At the event held at the museum in Lincoln Square, trustees, supporters, and friends came together to celebrate this and other milestones. Among those present was philanthropist Joyce B. Cowin, who currently sits on the American Folk Art Museum Board of Trustees. Cowin is a long-time supporter of the museum, and first joined the board in 1992, to replace her late husband Daniel.

Cowin delivered an animated speech during the evening's festivities that traced her Folk-Art loving roots back to

street fairs with her husband. She shared how purchasing a small Tramp Art box at a fair sparked a life-long love of folk art that has carried on to this day. Cowin took the opportunity to share that after a brief time away last year, she was thrilled to be rejoining the Board of Trustees. "With joy and enthusiasm, I look forward to a robust and exciting tenure!"

After the words from Cowin, the new Director of the American Folk Art Museum, Jason T. Busch, took to the microphone to share some more exciting news. First, he praised Cowin for her heartfelt generosity and "wonderful goodwill". He said, "there would not be an American Folk Art Museum if

continued on page 20

OUTSTANDING EDUCATORS OF THE YEAR 2019

ALAN SEBEL
Associate Professor,
Graduate School of
Education at Touro College;
Nominated by **Donne Kampel**



Alan Sebel, Ed.D. is an Associate Professor in the Touro College Graduate School of Education School Leadership Program. As a lifelong educator, his professional background includes more than thirty years as an educator in New York City. He served in a variety of supervisory titles, ending his career with the New York City Department of Education as Deputy Assistant Superintendent. Prior to joining Touro he was an adjunct professor at St. John's University in New York, teaching special education and leadership courses. In addition to his teaching responsibilities at Touro College, he has served in many additional capacities. Upon beginning work at Touro, he co-authored the School Leadership Program's New York State Education Department reauthorization proposal. During the GSE TEAC accreditation process, he was the principal writer of the School Leadership Program Inquiry Brief and a co-writer for the GSE Teacher Education Inquiry Brief. Dr. Sebel has participated as a sub-committee member of the Middle States Accreditation team. He is a charter member of the Graduate Faculty Council. He serves on the Committee of Faculty Personnel and Promotion. In 2018 the Dean of the Graduate School of Education appointed him to the GSE Quality Continuous Improvement Committee.

Dr. Sebel developed the School

Leadership Programs online portfolio system which became the model for the entire Graduate School of Education. He is a mentor to his colleagues in the School Leadership Program as they seek to improve the online experience for program candidates. Dr. Sebel is the coordinator of the School Leadership Program's internship program. In this capacity, he provides internship seminars for all Leadership Program candidates taking the two-semester internship and provides support to the faculty serving as internship advisors.

Dr. Sebel has presented at international and national conferences and has been published in *Academic Leader* and *The Teaching Professor*. In 2017 he received Touro College's Inaugural Presidential Award for Faculty Excellence in Service.

Dr. Sebel is the co-developer and co-chairperson of the Touro College Academy of Leadership and Management (TCALM), an innovative program that identifies highly qualified Touro Faculty who desire to become leaders in higher education or to improve their leadership ability.

Dr. Sebel is a Council for the Accreditation of Educator Preparation (CAEP) lead site visitor. After participating in voluntary training, he now works collaboratively with CAEP accreditation teams to support the quality and continuous improvement of the education programs provided by colleges and universities throughout the United States. His training as a site visitor is also assisting the Touro GSE as it prepares for its CAEP accreditation review. #

BEN WANG
Senior Lecturer in Language
& Humanities; Co-Chair of
Renwen Society of China
Institute; Instructor of
Chinese, United Nations;
Nominated by **Shenzhan Liao**



An award-winning published translator, Ben Wang has taught and lectured on the Chinese language, calligraphy, and classical Chinese literature at Yale, Columbia, Barnard, Williams,

U.C. Berkeley, the Smithsonian, the National Gallery of Art, Lincoln Center, the Metropolitan Museum of Art, Seattle Art Museum, Museum of Fine Arts of Boston, ABC Nightline, the BBC, among other academic and cultural institutions. Ben Wang taught Chinese and translation at Columbia University and New York University between 1969 and 1991.

For over 30 years Mr. Wang has made great contribution to the teaching and learning of Chinese language and cul-

ture, as well as the studies of humanities in general. This award is a perfect fit especially in a year of his publication on classical Chinese literature, *Forlorn in the Rain: Translation and Annotation of Selected Classical Chinese Poetry and Others*, a most recent example of his passion and tireless work for all these years to make the most beautiful of Chinese language, literature, and art accessible to the general public. #

ANTHONY CONELLI
Leadership Department
Chair, Bank Street College
of Education;
Nominated by **Eric Nadelstern**



Dr. Anthony Conelli was Principal of Satellite Academy, a leading second-chance diploma granting high school in NYC. After years of exemplary service in that capacity, he joined the Writing

Project at Lehman College.

Later, Dr. Conelli returned to the NYC Department of Education to first serve as an outstanding Network Leader supervising and supporting 25-30 schools; and then, as a Cluster Leader responsible for over 200 schools at every level of education. In those capacities, his brilliant leadership and prodigious school knowledge shone informing his practice and that of other Network and Cluster Leaders. As his direct supervisor during that time, I frequently relied on his expertise and learned a great deal from his practice.

Dr. Conelli is now serving as Leadership Department Chair at Bank Street College. In that role his complex charge is to lend coherence to a department that has numerous leadership programs. I have every confidence that he will also be successful.

Throughout his career, Anthony has kept the best interest of students and their teachers at the forefront of his extraordinary work. #

ALEXANDRIA TIMOLL
Dean of Curriculum and
Instruction, K-4 Educator,
Uncommon Schools;
Nominated by **Dean April
Bedford & Dean Deborah
Shanley**



Alexandria Timoll is currently a Dean of Curriculum and Instruction and K-4 Educator with Uncommon Schools. In her time at Uncommon, Alexandria has balanced a prioritiza-

tion of academics and joyful student culture. She has helped to turn around an entire grade team and increase their academic achievement in reading and math as assessed by interim assessments throughout the school year. Culturally, she planned and executed a 4th grade awards ceremony that celebrates student growth, achievement, and character. She has taken a similar initiative and planned a pep rally to celebrate and excite 3rd and 4th graders about their state tests in her current school.

Alexandria's journey in the classroom started five years ago teaching 4th grade in an all-boys charter school after graduating with her bachelor's degree in Childhood Education and Psychology from Brooklyn College. She continued her education at the City University of New York's Graduate Center and in 2017 earned her Master of Arts degree with a focus on urban education. Her passion for urban education drives the work she does with mentoring or researching policy. She currently uses this passion and her experience in the classroom to help prepare the next generation of teachers by mentoring and facilitating bi-weekly sessions for preservice teachers in Brooklyn College's Teacher Opportunity Corps. #

ILENE ROTHSCHILD
Associate Professor, Special
Education, Mercy College;
Nominated by **Provost José
Herrera**



For the past 20 years, Dr. Rothschild has been teaching at Mercy College. She began as an Adjunct Professor before transitioning to Visiting Professor, and then, for the last eight years, as a

member of our core faculty. During her distinguished career, she has been a life-long educator in schools, both public and private, serving as a teacher, learning specialist, counselor, and administrator in urban and suburban school districts. Never forgetting her roots in our children's school systems, she continues to be involved in our local communities, commenting and presenting on topics of extreme social significance impacting today's parents and students, including bullying and women's empowerment. The cornerstone of her career at Mercy College is teaching, where she is an Associate Professor of Special Education. An inspirational and admired professor, Dr. Rothschild has been nominated for the Teacher Excellence Award and the On-line Teacher of the Year at Mercy College. She continues to be a highly-demanded guest lecturer in classes in psychology, sociology, and counseling, and she serves as a mentor to several full-

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Congratulations, Alex!

We are so proud of all your accomplishments and the way that you represent Brooklyn

College in all of your professional endeavors.

I look forward to seeing you at the breakfast on June 19th to celebrate this recognition.

Warmly,
Dean April Whatley Bedford,
School of Education,
Brooklyn College

DISTINGUISHED LEADERS IN EDUCATION 2019



EDUCATION UPDATE is proud to celebrate our seventeenth year of honoring teachers and administrators who excel in enriching the lives of children in classrooms around the city every day. We are also honoring seven Distinguished Leaders in Education who have spent their lives dedicated to education:

- ★ Félix Matos Rodríguez, Chancellor, City University of New York
- ★ Timothy L. Hall, President, Mercy College
- ★ Vita Rabinowitz, Interim Executive Vice Chancellor, & University Provost, City University of New York
- ★ John Russell, Head, The Windward School
- ★ Richard Gilder, Co-Founder, Gilder Lehrman Institute of American History
- ★ Lewis Lehrman, Co-Founder, Gilder Lehrman Institute of American History
- ★ Joyce Cowin, Founder, Cowin Financial Literacy Program, Teachers College

DR. TIM HALL PRESIDENT, MERCY COLLEGE

Timothy L. Hall is the 12th president of Mercy College. Under his leadership, first-time, full-time freshmen retention improved nearly 10 percent, the College has been recognized by the White House as a “Bright Spot in Hispanic Education,” and launched an ambitious program to further enhance student success through innovative practices like cohort scheduling, course redesign and guided pathways to success. Recently, under Hall’s leadership, Mercy college has announced major renovation plans for its Manhattan campus, including residential dormitories available by the fall of 2020. Additionally, the college announced in March of 2019 that it was taking responsibility for the continued education of nearly 3000 students from the College of New Rochelle which is expected to close by the end of the summer of 2019. Hall previously served for seven years as president of Austin Peay State University in Clarksville, Tennessee. Before that, he was for



many years at law school professor at the University of Mississippi and associate vice chancellor for academic affairs from 2002 to 2007. Hall received a Bachelor of Arts in philosophy from the University of Houston, followed by two years of graduate work in the religious studies at Rice University, before receiving his juris doctorate from the University of Texas Law School. #

DR. FÉLIX MATOS RODRÍGUEZ CHANCELLOR, CITY UNIVERSITY OF NEW YORK

Dr. Félix Matos Rodríguez is the eighth chancellor of CUNY and is the first Latino and minority educator to lead the system. His distinguished career spans both academia and the public sector. He is a scholar, teacher, administrator, and former cabinet secretary of the Department of Family Services for the Commonwealth of Puerto Rico.

In higher education, Chancellor Matos Rodríguez has drawn national recognition as a trailblazer. Before becoming CUNY’s Chancellor, Dr. Matos Rodríguez served as President of Queens College, where he enhanced the College’s reputation for excellence and propelled the school to the highest echelon in college social-mobility rankings. As president of Eugenio María de Hostos Community College, the post he held immediately prior to his appointment at Queens College, he gained acclaim for



engineering a double-digit increase in the school’s retention rate, leading Hostos to become a finalist for the prestigious Aspen Best Community College prize in 2015. He is one of a select few U.S. educators who has served as president of both a baccalaureate and community college.

Dr. Matos Rodríguez served as the board chair of the Hispanic Association of Colleges and Universities where he utilized his extensive regional and national networks and board memberships to advance Queens College’s visibility and recognition. He is a member of the Council on Foreign Relations and an Aspen Institute Ascend Fellow. He currently serves on the boards of Phipps Houses, the United Way of New York City, the TIAA Hispanic Advisory Council, and the Research Alliance for New York City Schools.

Dr. Matos Rodríguez holds a B.A. from Yale University, where he was a cum laude graduate, and a doctorate in history from Columbia University. A scholar and authority on the history of women in the Caribbean, he is a recipient of the Albert J. Beveridge Award of the

DR. JOHN J. RUSSELL EXECUTIVE DIRECTOR, THE WINDWARD INSTITUTE

In July 1, Dr. John J. Russell embarks on an exciting endeavor as the founding Executive Director of The Windward Institute. The Institute is one of New York’s premier providers of professional development courses exclusively based on scientifically validated research in areas such as speech and language therapy and psychology. The Institute also holds outreach programs for parents of children who learn differently.

For the past 13 years, Dr. Russell has

served as the Head of Windward School in White Plains and Manhattan. During that time, Windward has become one of the top schools in the U.S. for students with dyslexia and other language-based learning disabilities and has provided training and guidance to cadres of teachers worldwide.

Before taking over the helm at Windward, Dr. Russell held leadership and teaching positions in school districts in Westchester County, New York and Fairfield County, Connecticut. He served for 11 years as Superintendent



of Schools in Hastings-on-Hudson, New York.

Jay earned his doctoral degree in Educational Administration at Fordham

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DR. VITA C. RABINOWITZ INTERIM EXECUTIVE VC & UNIVERSITY PROVOST, THE CITY UNIVERSITY OF NY

Vita C. Rabinowitz is Interim Executive Vice Chancellor and University Provost at The City University of New York.

As Executive Vice Chancellor and University Provost, Dr. Rabinowitz has worked to advance university priorities related to college readiness, degree completion, adult education, workforce development, and comprehensive developmental education reform, as well as performance management and assessment, among other areas.

A true practitioner of the servant as leader concept, Dr. Rabinowitz strongly believes in helping students, faculty and staff to develop, perform and achieve at their highest levels and in turn serve others.

Dr. Rabinowitz served as Provost and Vice President for Academic Affairs at Hunter College, where she spent 37 years as a dedicated faculty member, taught and mentored thousands of undergraduate, masters, and doctoral students, and served in a variety of administrative



positions.

She was the recipient of major NSF grants, including one that established the Gender Equity Project (GEP), which sought to advance women faculty in the natural and social sciences and became an incubator for faculty development.

Dr. Rabinowitz received her master's and doctoral degrees in social psychology at Northwestern University. #

LEWIS E. LEHRMAN, M.A. CO-FOUNDER, GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY

Lewis E. Lehrman was presented the National Humanities Medal at the White House in 2001 for his work in American history. He has written for the *Finest Hour*, *Washington Post*, The Churchill Project at Hillsdale College, *New York Times*, *Wall Street Journal*, *National Review*, *New York Sun*, *Harper's*, and the Lehrman Institute (www.abrahamlincoln.org). Lehrman has authored *Lincoln at Peoria: The Turning Point* (a history of Mr. Lincoln's anti-slavery campaign from 1854 to 1865); *Lincoln "by littles"* (collected essays about President Lincoln); *Money, Gold, and History* (essays analyzing the modern history of money and its role in civilization); *Churchill, Roosevelt & Co.: Studies in Character and Statecraft* (a study of the Grand Alliance and its leaders in World War II), and *Lincoln & Churchill: Statesmen at War*, among other books.

Lehrman, with Richard Gilder and Professor Gabor Boritt, co-founded the Lincoln & Soldiers Institute at Gettysburg College and established



the Lincoln Prize for the best work on the Lincoln era. Lehrman and Gilder established the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University, which awards the Frederick Douglass Book Prize. Together they developed the Gilder Lehrman Collection of original historical manuscripts and documents to teach American history from primary

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DR. RICHARD GILDER CO-FOUNDER, GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY

With long-time friend Lewis E. Lehrman, Richard Gilder co-created the Gilder Lehrman Institute of American History and the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale and is co-founder and sponsor of the Lincoln Prize, the Frederick Douglass Book Prize, and the George Washington Prize.

A long-time lover of American history, Richard Gilder graduated from Yale University in 1954 with a BA in History. He has worked as a stockbroker on Wall Street, first at A.G. Becker & Co. Then, in 1968, he founded his own firm, now Gilder Gagnon Howe & Co., LLC. In 1974 he founded the Central Park Community Fund and, in 1980, became a founding and continuing trustee of the Central Park Conservancy.

He is also trustee emeritus and former chairman of the Manhattan Institute; trustee of the American Museum of Natural History and the New-York Historical Society; and honorary trustee of The Thomas Jefferson Foundation.

In addition to honorary degrees



from Gettysburg College, St. John's University, Lincoln College, The Richard Gilder Graduate School at The American Museum of Natural History, Hunter College, and Yale University, he is a recipient of the Yale Medal, and, in 2005, President Bush awarded him the National Humanities Medal in recognition of his contributions to the appreciation and understanding of history and in co-founding the Gilder Lehrman Institute. #

JOYCE COWIN, M.A. FOUNDER, COWIN FINANCIAL LITERACY PROGRAM, TEACHERS COLLEGE

An alumna and Trustee of Teachers College, Joyce Cowin has been the leading benefactor for a broad range of educational and cultural institutions, causes, and initiatives, including the TC-affiliated, arts-focused **Heritage School** in East Harlem (for which she was the founding funder), the **American Folk Art Museum**, and the Joyce Cowin Conference Center. More recently, she gave a major gift to launch an innovative professional development program in financial literacy in New York City. Based on the Harvard Business School case study model, developed by former TC faculty member Anand Marri, who is now Dean of the Warner School of Education at the University of Rochester, and endorsed by the Department of Education and nonprofit partners, the Cowin Financial Literacy Program already is being used by New York City high school teachers. Joyce's motivation for creating this program was her distress to see so many



Americans lose their life savings and suffer financial ruin in the wake of the 2008 collapse. She sees the Cowin Financial Literacy Program as an effort to teach the next generation to manage its money wisely and not get "snookered" by schemes and con artists. #

The Child Mind Institute Honors Hawn, Love, and the Slatkins at 5th Annual Change Maker Awards

Recently, the Child Mind Institute honored Goldie Hawn, Kevin Love, Laura and Harry Slatkin, Sonja Banks, Louise Langheier, and Lauren Book at the 5th Annual Change Maker Awards hosted by Emmy Award-winning journalist Elizabeth Vargas. The Change Maker Awards celebrate people and organizations that are creating real, meaningful change for children who struggle with mental health and learning disorders. Elizabeth Vargas is well-known as the host of the program A&E Investigates.

Awards were presented at Carnegie Hall to the following individuals and organizations:

ACTIVIST AWARD: Goldie Hawn, Founder, The Goldie Hawn Foundation and MindUP

Presented by Katie Couric

CHAMPION AWARD: Kevin Love, Cleveland Cavaliers, NBA and Mental Health Advocate

Presented by Adam Silver, Commissioner of the NBA

VISIONARY AWARD: Laura and Harry Slatkin, co-founders of NEXT for AUTISM

Presented by Jennifer Raab, President of Hunter College

OUTSTANDING ORGANIZATION AWARD: International Dyslexia Association

Presented to Sonja Banks, CEO

Presented by Tim Madigan, Head of the Churchill School

COMMUNITY BUILDER AWARD: Peer Health Exchange

Presented to Louise Langheier, Co-Founder and CEO

Presented by Dr. Angela Diaz, Director of Mount Sinai Adolescent Health Center

PEOPLE'S CHOICE AWARD: Lauren Book, Founder of Lauren's Kids

Presented by Elizabeth Vargas

The Child Mind Institute is an independent, national nonprofit dedicated to transforming the lives of children and families struggling with mental health and learning disorders. Our teams work every day to deliver the highest standards of care, advance the science of the developing brain, and empower parents, professionals and policymakers to support children when and where they need

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RISING SCIENTIST AWARD OPPORTUNITIES

By HAROLD KOPEWICZ, MD

We are now accepting nominations for the 8th annual Child Mind Institute Rising Scientist Awards. Honor your exceptional students and bring attention to your science program by participating! These awards are presented to five local NY tri-state area high school students who demonstrate exceptional early achievement in research in the fields of psychology, neuroscience, or biomedical engineering. Students are nominated in their junior year of high school and winners are announced and celebrated in the fall of their senior year. Rising Scientist winners each receive a \$2,000 scholarship for college expenses.

The Rising Scientist Award is a recognized sign of pre-college student distinction. Past Rising Scientists have gone on to study at top schools including Harvard, Yale, Stanford, MIT and Cornell and done research in prestigious laboratories at Mt. Sinai, Stony Brook, Weill Cornell Medicine, Memorial Sloan Kettering, and Rockefeller University, among others.

Help us honor your outstanding stu-



Dr. Harold Koplewicz

dents by submitting a nomination from your school. The deadline for submissions is June 27.

For more information, please contact Laurie Giddins at laurie.giddins@childmind.org or visit childmind.org/our-research/rising-scientist-scholarship-nominate/. #

Dr. Harold Koplewicz is President and Medical Director of the Child Mind Institute.

“Good Trouble” Discussed at Book Party at Home of Dr. Harold and Linda Koplewicz

Recently, at the home of Dr. Harold Koplewicz and Linda Sirow, an enlightening and illuminating discussion was held about Christopher Noxon's new book *Good Trouble: Lessons from the Civil Rights Playbook*. “Good Trouble” is the helpful antidote to all the pessimism and name-calling that is permeating today's political and social dialogues. Revisiting episodes from the civil rights movement of the 1950s and '60s, it highlights the essential lessons that modern-day activists and the civically minded can extract and embrace in order to move forward and create change. In words and vivid pen-and-watercolor illustrations, journalist Christopher Noxon dives into the real stories behind the front lines of the Montgomery bus boycott and the

Greensboro lunch counter sit-ins and notable figures such as Rosa Parks and Bayard Rustin, all while exploring the parallels between the civil rights movement era and the present moment.

The book talk, which was led by the author, progressed into a dialogue amongst the attendees. The interesting comments included ‘how do we raise our children to be without prejudices’ and ‘how we can promote equality in our schools.’ The lively repartee was enhanced by wonderful wine and hors d'oeuvre in a setting that highlighted Linda Sirow's paintings. Sirow is an Art Teacher at the Dalton School and Dr. Koplewicz, a child psychiatrist, is the Founding President of the Child Mind Institute. #

American Folk Art

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not for Joyce Cowin” and credited her with securing a future for the museum. The attendees applauded in agreement. He then went on to formally announce the creation of the 30/60 Endowment Campaign. This new initiative comes as the museum celebrates 30 years at the Lincoln Square location. In addition, the museum will soon enter its 60th anniver-

sary (in 2021) since its founding in 1961. Busch jokingly added that perhaps the campaign should be renamed 30/60/90 in celebration of Cowin's 90th birthday! The director also announced the museum's first endowed gallery: The Jonathan and Karin Fielding Gallery.

The campaign has been wonderful for the institution. In the early stages, the museum raised \$4.5 million in gifts and pledges and \$2.5 million in bequests totaling \$7 million committed. #



Local 1, AFSA, AFL-CIO

Mark Cannizzaro
President

Henry Rubio
Executive Vice President

Rosemarie Sinclair
First Vice President

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CSA Salutes
**EDUCATION
UPDATE'S**

Distinguished Leaders
in Education
&
Educators of the Year

Outstanding Educators

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time and adjunct professors. Dr. Rothschild is also highly involved with our nontraditional students, serving, for example, as an integral component of one of Mercy’s specialized grant programs serving student veterans seeking to become math teachers. Dr. Rothschild’s service commitments to Mercy College and our local communities, however, are extraordinarily noteworthy, as she exemplifies our College motto, “to be consumed in service.” She is an active faculty member and dedicated committee member across the College. She is a co-advisor of the popular Education Club, which provides opportunities to promote teaching as a career, to explore relevant issues and career options for prospective teachers, and to sit on our PDK (Phi Delta Kappa) Advisory Board as the Vice President.

Dr. Rothschild continues to serve on numerous committees on relevant topics, and she is a part of the decision-making process for curriculum development (such as the Undergraduate Curriculum Committee, DASA Curriculum Committee), student success (such as the Student Success and Engagement Committee, Digi Award Ceremony), cultural awareness (such as the Global and Cultural Diversity Committee, Task Force on Tolerance, Day of Tolerance, Safe Zones, Club for Social Justice), and faculty development (such as the Teaching and Learning Advisory Council, Adjunct Advisory Council, Search Committees, Learning Communities, and June Intensives in Service courses for faculty). She is also currently a Faculty Senator, representing the School of Education, and is an active member of the Senate Microgrant Committee, which recommends the awarding of small grants to support faculty-student projects and activities.

As a result of her strong leadership skills, she has been selected to be a faculty in residence and a faculty fellow as part of her commitment to faculty development. She continues to help develop and conduct many faculty events such as Faculty Seminar Days, New Faculty Orientation Days, and Adjunct Dinners.

Dr. Rothschild is engaged in various community projects aimed at fostering better school-community relationships. As an original member of the Rivertowns Parent Group (consortium of five local school districts and the college), she is involved in sponsoring programs that promote social and educational issues that affect schools today and in the future. This month, for example, she is moderating a panel on the topic of Sexual Misconduct and students and parents from all of these schools are invited. Further, five years ago, she and a colleague proposed the idea of hosting a public Women’s Empowerment Conference at Mercy College. It was enthusiastically received, and she and

her team have just completed their fourth year of providing an outstanding day-long event with speakers and panelists to dialogue about women’s leadership in education and society. She is also a certified trainer in DASA (Dignity for all Students Act), teaching a six-hour workshop on anti-bullying for our students and those from local schools. She was part of a team that developed the curriculum for this state-approved workshop. Dr. Rothschild proudly gives presentations on a school wide and college wide basis on varied topics such as inclusion, technology in special education, parental involvement and rights, case study methods, digital storytelling, animal assisted therapy, active student engagement, teaching strategies, and disability rights. She often writes proposals, grants, articles and textbook chapters, and she has just published a textbook chapter on the topic of bullying. As a life-long learner, she continues to take as many courses and attend as many local and national conferences as possible, and considers all professional opportunities to write, teach, mentor, and inspire others. Dr. Rothschild is continuously looking for possible collaborations across the college to team teach and to share professional commitments across the disciplines. Despite her full schedule, she is never too busy to listen to anyone, whether a student, a faculty member (full-time or part-time), or a staff member, and is always caring, supportive, and spreads a message of acceptance to all. #

**CHARO UCEDA
Founder, Uceda Schools;
Nominated by Dr. Pola
Rosen, Publisher**



“Education shouldn’t be for the privileged few, but for the deserving many.”

Ms. Uceda comes from a family of educators. Her great grandparents founded the San Carlos School in Lima, Peru in 1902 which eventually became San Carlos University. In 1972, Ms. Uceda’s father Juan established the José Carlos Mariategui Institute, providing students with a course of study in Nursing, Education, and Accounting. As a child, Charo showed her future vocation as an educator, tutoring her siblings as well as other children in her neighborhood.

Fast forward to her college years... while attending classes, Charo started her career in Peru as a translator at international conferences while working as a bilingual executive secretary in a prestigious US-based company. At the age of 22, she had the opportunity to immigrate to NY and witnessed the need to teach the English language to adults. In 1988, Ms. Uceda cofounded, with her father Juan J. and sister Doris, the Uceda English Institute with one school in Queens. In

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**JOYCE COWIN,
FINANCIAL LITERACY
LEADER, PHILANTHROPIST**



With recent headlines on the pitfalls of first-time home ownership, the impact of the new Tax Cuts and Job Act, and even the potential tax bite of winning the lottery, it’s clear that managing finances isn’t getting any easier.

Fortunately, the Cowin Financial Literacy Program, created at Teachers College, Columbia University by alumna and long-time Trustee Joyce B. Cowin (M.A. ’52), continues to train a new generation of teachers to prepare young people to be financially literate.

After witnessing the financial ruin that millions of families suffered during the 2008 economic meltdown, Cowin generously supported the launch of the program in 2012 “to teach the value of being financially literate so that no one will ever be snookered again.”

Over 1,000 educators have already benefited from the program through its Summer Institute and online course.

Based on an asynchronous online learning experience, the online course provides classroom teachers, pre-service teachers and other educators with classroom-ready instructional resources, strategies, and support to teach financial concepts (savings, investing, budgeting, financial planning, credit, risk, consumption, and diversification) to high

school students. Those who take the course learn to use case-studies modeled on real-life experiences to teach students financial literacy and engage them as problem solvers in some of the most compelling dramas and dilemmas of personal money management.

Many Cowin Fellows will be admitted to this year’s online course at no cost, thanks to generous support from Cowin.

The Cowin Financial Literacy Program online course offers:

- Instructional tools and resources for teachers to guide and support students in resolving financial dilemmas
- Thirty hours of continuing education, equaling (in most districts) three (3) professional development hours/continuing education units (CEUs)
- Renowned TC faculty, instructors, and expert guest lecturers
- Explicit connections to national and local standards and the Common Core
- Eligibility to receive a certificate in financial literacy from WISE (Working in Support of Education) Financial Literacy

Learn more about the Cowin Financial Literacy Program – and secure your spot today at cowinfinancialliteracy.tc.columbia.edu. #

Outstanding Educators

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1989, dismayed by the lack of pedagogically sound materials available at a low cost for the working-class immigrant, she authored and published *The Charo Uceda English Series*, and *Charo Uceda, English at Home*, which includes textbooks, videos, and audio CDs.

In 2006, Charo was instrumental in the Uceda Schools' academic agreement with Universidad Alas Peruanas (UAP) to provide basic English certification on both undergraduate and graduate levels to UAP's 80,000 students.

In 2008, Charo earned a master's degree in applied linguistics from Columbia University Teachers College (TC). In 2009, she set up the Charo Uceda Teachers College Scholarship Fund, which helps financially challenged graduate students. Subsequently, she was invited to be part of the President's Advisory Council at Teachers College, Columbia University where she collaborates with academicians, policy makers, and entrepreneurs to help the college meet the demands of teaching and learning as well as the growth of programs and initiatives, domestically and abroad.

In 2012, Charo earned a master's degree in Educational Technologies from Harvard University, Extension School. With the desire to bring high quality education to the student population she serves, she has been actively engaged in the implementation of TESOL practices and 21st Century technology for the daily delivery of curriculum and in 2017, she completed the development of CUSMS (The Charo Uceda School Management System), allowing the organization to provide fluid administrative processes, an able and effective academic platform for faculty and students with access to the highest quality of services for an optimum experience.

In early 2018 in memory of her mother, Ines Uceda, The Charo Uceda Women's Empowerment Lecture Series was established at TC to advance the conversation about issues impacting women in the areas of educational policy, nutrition, and psychology. The goal of the series is to raise awareness, provide possible solutions to women's challenges, and inspire action from students, alumni, and faculty. National and international speakers, chosen by the Provost and faculty members in consultation with Ms. Uceda, share their experiences about topics that promote and celebrate women's achievement over adversity and overall empowerment.

Today Uceda Schools has 20 branches throughout New York City, New Jersey, South and Central Florida, and Las Vegas. #

STEVEN M. P. NEIER
Assistant Dean for Mission,
Media and Outreach
Codirector of the Institute
for Catholic Schools, St.

John's University; Nominated by Dean Michael Sampson



Mr. Neier not only serves The School of Education as the Assistant Dean for Mission, Media & Outreach at St. John's University, but is also the Codirector of the Institute for

Catholic Schools. He previously served as Assistant Dean, Staten Island Campus & External Affairs in academic year 2018–2019.

As the academic dean for undergraduate and graduate students in Staten Island, Mr. Neier advised students, collaborated with St. John's campuses and departments, and had the immense responsibility to schedule courses and to hire adjunct faculty. Mr. Neier's ability to navigate among predicting students' needs for present and future careers and to network with potential employers to ascertain the skills needed for the workplace has helped St. John's continue to be one of NY's premier education institutions.

As Codirector of the Institute for Catholic Schools, Mr. Neier collaborates with four local dioceses and participates at a national level in Catholic Higher Education Supporting Catholic Schools (CHESCS). Mr. Neier led the drafting of the Vincentian Instructional Partners Program, which is a University Consortium for Catholic Education (UCCE) style program. The Institute hopes to see the program begin in the near future.

Mr. Neier has served St. John's Campus Ministry where he led students on a spring break Plunge program to work with the people who reside on Los Angeles's Skid Row, serves as a board member and chair of the Higher Education Committee of the National Association for the Education of Homeless Children and Youth (NAEHYC), and chairs the Mission Effectiveness and Nomination Committee at St. Gregory the Great Catholic Academy in Bellerose, New York. He was a member of Vincentian Mission Institute (VMI Cohort 5) a collaborative program for senior leaders of St. John's, DePaul University, and Niagara University.

Mr. Neier was a teacher in the Catholic school system as well as a special education intervention teacher in public schools. Prior to working in higher education, he was a systems operations expert in commercial aviation.

Mr. Neier earned his Master of Science degree in School Building Leadership from St. John's, his Master of Arts degree in Theology from the Seminary of the Immaculate Conception, and his Bachelor of Arts degree in English and Secondary Education with a minor in Philosophy from St. John's. #

SEREIDA RODRÍGUEZ-

GUERRA Principal, P.S. 84 José de Diego School; Nominated by Mark Cannizzaro, President, CSA



Raised in the Williamsburg community, Principal Sereida Rodríguez-Guerra earned a B.A. in Elementary Education and Teaching from Hunter College, and later a M.A. degree

in Bilingual and Multilingual Education from the City University of New York City College.

Principal Rodríguez-Guerra started her career as a teacher in the Bronx at PS 257, which was offering a cutting-edge curriculum at the time. During her time at P.S. 257, she thrived as an early childhood teacher and later, as a guided reading specialist. She then returned to her roots in Brooklyn to teach at the well-regarded P.S. 250, working as a reading specialist/staff developer and later an Assistant Principal.

Principal Sereida Rodríguez-Guerra took the helm at P.S. 84 in the middle of the 2009–10 school year. As a strong advocate for inclusive education, Principal Rodríguez-Guerra values diversity and equity in our school system. Honoring these values, she eagerly welcomed the ASD Nest Support Project from New York University as well as a Spanish Dual Language program at the onset of her time at P.S. 84 José de Diego. Later, she spearheaded the expansion of the school to create a pre-kindergarten through eighth grade community. This initiative gave access to high-quality education to ALL students in a rapidly changing neighborhood.

She is a 2017 Cahn Fellow alumni of the highly prestigious Cahn Fellows Program for distinguished Public School Principals at Teachers College, Columbia University. Principal Rodríguez-Guerra continues to seek innovative ways to grant access to quality education for a growing, diverse population of students in the Williamsburg community. #

FILIPPO DISPENZA STEM Teacher, Robotics Coach, John Dewey High School;

Nominated by Asst.
Principal Lane Rosen



A graduate of Brooklyn College, Filippo Dispenza went on to become an educator at John Dewey High School, and was hired as an Earth Science teacher in 2008. At the same time Mr.

Dispenza took on the role of Lead Mentor and Advisor to the John Dewey High School First Robotics team, 333 also

known as the Megalodons. With much passion, Mr. Dispenza has devoted his time to show his students all the greatness and excitement they can have within the STEM field.

He created a new course within the school to teach Robotics, which later on developed and branched off into two additional courses, Advanced Robotics and Engineering, both of which he continues to teach for the last seven years. One of Mr. Dispenza's greatest accomplishments is taking the robotics team to the First Robotics Worlds Championship in Saint Louis and Detroit. His team has accomplished this for the last four years. In 2018, he and Team 333 had the greatest time winning their Division at the Championship in Detroit and becoming the number four team with their alliance partners worldwide.

Within his ten years of teaching, Mr. Dispenza always quotes a saying from Star Wars from Jedi Master Yoda, "Try Not. Do. Or Do Not. There is No Try". He firmly believes in this quote and has signs stating this quote in his class and in the Robotics Engineering shop. He believes that students who are doing and problem solving is a greater teacher than having the solutions to problems told to them. #

ATARA GRENADIR Chairperson, Art Department, Associate Professor, Touro College; Nominated by Dean Donna Kampel



Atara Grenadir MFA, ATR-BC is Chair of the Art Department and Associate Professor of Art at Touro College. She earned an MFA and a BFA from the University of Oklahoma and

has also studied art at Carnegie Mellon and art therapy at The New School. Ms. Grenadir is a registered and board-certified art therapist. She coordinates the Art Club, taking students on field trips to the city's art museums, and she curates the student art galleries at the LAS Flatbush and SLE Boro Park campuses. She is an editor of the recently released premier issue of the *Touro Arts Journal*.

The LAS art department offers a minor in Visual Arts, a minor in Art Therapy for psychology majors and a minor in Art History. Graduates have continued their education in Master's programs in the fields of art therapy, art education, architecture, interior design, fashion illustration, leading to employment in these fields.

Besides teaching at Touro, Atara is an abstract painter. Her recent shows include the Architectural Digest Home Design Show, 2016 and the NYC Art Expo in 2011 and 2017. She was part of an invitational show of contemporary

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Outstanding Educators

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women artists at the Goddard Art Center in 2015 in Ardmore, Oklahoma. She has been researching the neuroaesthetics of art and happiness and has incorporated this into her artwork. Her paintings can be seen on her website www.ataragrenadir.com.

She has published a cookbook called *The Fine Art of Cooking with Simplicity and Joy* presenting healthy kosher recipes illustrated with her original paintings and drawings. #

DOREEN ESPOSITO Principal, P.S. 290, Manhattan New School; Nominated by Rebecca Seawright



Principal Esposito lives the mission of the school, encouraging children's natural curiosity, developing a commitment to lifelong learning and promoting social responsibility as global citizens. She

fosters a community of learners exemplified by rigorous academics and a dynamic relationship between students, teachers, administrators, staff, and families.

Ms. Esposito has been at P.S. 290 for 20 years. She started at the Manhattan

New School as a teacher and became assistant principal before taking over the school's leadership in 2014. As principal, she has introduced innovations such as "Mindfulness Mondays" where younger students lead older students as students transition from the weekend and a dedicated Creation Station/STEAM Room where students use natural materials and recycled household products to connect hands-on learning to areas of study while promoting teamwork.

We continue to work together to secure funding and commitments from the City to make a rooftop play space a reality for students to have a safe and interactive recreation space. It is a pleasure to have Principal Doreen Esposito as a community partner in the 76th Assembly District. #

SEAN DUNCAN Head of School, The Winchendon School in Brooklyn; Nominated by John Kerney



Sean Duncan has spent more than a decade in a campaign to invigorate high school education for the students who need it most. Sean is passionate about creating more meaningful, engag-

ing, and personalized learning experiences for those students who have otherwise struggled to achieve success in the classroom. He has done this by leading a series of groundbreaking program advances for The Winchendon School, including most recently heading the School's new community-based high school in central Brooklyn. The new campus departs from a lot of traditions and norms, including choosing to co-locate within a provider of family services in the Bed-Stuy/Clinton Hill neighborhoods in order to provide each student with more opportunities for community- and field-based learning opportunities. Sean and his team are also challenging tired paradigms on curriculum, schedule, and space with the goal of making a much more compelling learning experience available to more students at a lower cost per student. Sean recently added a M.Ed from Teachers College at Columbia to a MA from Middlebury College and a BA from Whitman College. In addition to a decade at The Winchendon School at both its MA and NYC campuses, Sean has taught and/or coached at the Lakeside School (WA), Success Academy (NY), and Gould Academy (ME). #

MARIAN STOLTZ-LOIKE Dean, Lander College for Women/The Anna Ruth and Mark Hasten School, Vice President for Online Education, Touro College; Nominated by Dean Donna Kampel



Dr. Marian Stoltz-Loike is a higher education leader who has served, with distinction, as the dean of Touro's Lander College for Women/The Anna Ruth and Mark Hasten School (LCW) for more than a decade and as the Vice President for Online Education for the past five years. Marian fosters the growth of the next generation of female leaders by providing students with a strategic path for academic and professional success and encouraging every faculty member at the college to cultivate student talent. She has laid an unparalleled foundation for women in diverse professions, as well as community leaders, will be alums of the college. As a higher education leader, she also mentors faculty and administration at the college and at other not-for-profit organizations to build a path toward success.

Marian has advised business leaders in the U.S. and North America, Europe, Asia, and South America. She has written two books and over fifty articles relating to women's careers, mentorship, leadership, work/life issues, the maturing workforce, diversity, and cross-cultural management. Marian is a popular speaker who has spoken on higher education, business concerns, global leadership and

women's issue in the US, Israel and around the world. She has been quoted in *BusinessWeek*, *BBC World*, and *Newsday* and been published in *Inside Higher Education* and other publications. She has been invited to blog for *US News and World Report* and other notable media.

Marian received a Bachelor's degree cum laude in Psychology and Social Relations from Harvard University, and a Ph.D. in Experimental Psychology with a focus on Developmental Psychology from New York University. #

FOREST FISHER Assistant Professor, Mathematics, Stella and Charles Guttman Community College; Nominated by President Scott Evenbeck



Dr. Forest Fisher earned a doctorate in mathematics at The George Washington University, where he conducted research in algebraic combinatorics. After graduating, he taught for three years at

Northern Virginia Community College in Manassas, VA. During this time, his focus shifted from abstract mathematical research to the practical problem of teaching and learning, especially in the community college setting. He has taught undergraduate courses at two and four-year schools in mathematics and computer science.

Since joining Guttman Community College in 2013, Dr. Fisher has served on the Assessment and Professional Development Committee and co-chaired the Middle States Commission Working Group on Institutional Assessment. He serves as a peer reviewer on the North American GeoGebra Journal and PRIMUS and has published and presented at conferences on the scholarship of teaching and learning.

His current research interests include quantitative literacy, academic technology, socio-cultural factors in learning, and the ability of learners to transfer problem-solving skills beyond the classroom. #

DOMINICK A. D'ANGELO Principal, IS 228 David A. Boody; Nominated by Adam Sugerman, Publisher



Dominick A. D'Angelo has been recognized over the past twelve years as one of the most dynamic and innovating leaders in education. He took the helm of IS 228 in his native

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**Congratulations to
P.S. 290 Principal Doreen Esposito,
one of Education Update's
2019 Educator of the Year award winners!**

**Many thanks to N.Y.S. Assembly Member
Rebecca Seawright for the nomination.**



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Outstanding Educators

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Gravesend, Brooklyn in 2007 and has transformed the 90-year-old school into one of the showcase middle schools in New York City. He arrived at IS 228 and adopted the motto, "Eyes on Excellence". Principal D'Angelo graduated from Xavierian High School and earned a Bachelor's Degree in Management Science/Operations Research from Pace University. He joined the Port Authority of NY & NJ as an industrial engineer and earned an MBA in Finance from Fordham University Graduate School of Business. He worked at Shearson Lehman Brothers and later joined Chase Manhattan Bank, where he became a Vice President for Business Process Re-Engineering.

After a prosperous 18-year career in private industry, he became a licensed Math teacher though the NYC Teaching Fellows — fulfilling his dream of giving back with a career in education. He earned his second Masters' Degree in Education from Brooklyn College and taught 8th grade Math. After three years of teaching, he joined the New York City Leadership Academy which prepared him for school administration and earned his 3rd Masters' Degree in Supervisory Administration from Baruch College.

Principal D'Angelo has created one of the most diverse middle schools in NYC with the successful implementation of three Dual Language Programs: Chinese, Russian, and Spanish. All students are given the opportunity to participate in one of the most admired Arts Program in NYC which includes a 120-piece Symphony Orchestra, 30 piece Jazz Band, 100 student Dance troop, Musical Theater Group, and Visual Arts Academy. All students are college- and career-ready and excited to take on the world stage!

Mr. D'Angelo has created a unique culture and climate at IS 228. The IS 228 school community provides P.U.L.S.E — Patience, Understanding, Love, Support, and Empowerment — to staff, students, and parents. Principal D'Angelo has created a strong culture and climate where every student loves to come to school and every staff member loves to come to work. He believes that a strong culture and climate help create a community of kindness!

Mr. D'Angelo has received numerous awards during his tenure as principal. Some of these include the following:

- Robin Hood Foundation Hero Award in 2010
- Cahn Fellow in 2012
- CSA Unionist Award in 2018 #

MICHAEL WIESENFELD, Esq.
Head, Upper School English Department, Coach, Dwight School Mock Trial Program Dwight School

Michael Wiesenfeld, Esq., who joined

Dwight's faculty in 2011 as Head of Upper School English, is a deeply passionate and outstanding teacher, whose lifelong love of literature, writing, and crafting a persuasive argument inspires students to use their own voices every day. His dedication as an International Baccalaureate (IB) Diploma Program English teacher to motivating and empowering students to contribute their ideas, opinions, and interpretations has translated into some of the most engaging exchanges in the classroom and to the excellent IB accomplishments our students achieve each year.



Additionally, in Dwight's tradition of igniting the spark of genius in every child, Mr. Wiesenfeld has tapped into his own spark of genius as a former prosecutor in the New York City District Attorney's

Office to coach Dwight's Mock Trial team. This year, Dwight's team became the number-one Mock Trial program in Manhattan — and number one among all private schools across New York City!

A devoted and tireless Mr. Wiesenfeld guided and mentored students on the team through hundreds of hours of preparation to conduct a trial — including studying Constitutional law — during lunch hours, after school, on weekends, and vacations over the six-month trial season. The team, which honed their skills of analysis, especially extemporaneous oral argument, advanced through seven rounds to the NYC semi-finals and is ranked in the top 16 in New York State out of more than 400 schools. #

AKEEM BARNES
Social Studies Teacher,
Teacher Mentor, Riverdale
Avenue Middle School;
Nominated by Deans April
Bedford and Deborah
Shanley



Mr. Akeem Barnes is currently an 8th grade Social Studies teacher at Riverdale Avenue Middle School in District 23 and an active member of the Brooklyn College Urban Community Teacher

Project in which he mentors developing Teacher Opportunity Corps (TOC) teachers. He is a teacher advocate for marginalized and underrepresented students in his classes and empowers them with a voice to stand up for themselves. Akeem does this by organizing and facilitating meetings for the school's student government to help ensure that all student voices are heard and valued on issues about them. Mr. Barnes's valuable contributions soar far beyond the classroom: Just as exciting is his book club when students gather weekly to read and have

vibrant discussions about topics related to their community. This project aligns with his unit of study that centers on civic engagement and opportunities to prepare to attend Community Board meetings to share their thoughts on issues and challenges, as well as possible solutions. In addition, Akeem is a champion for changes in the required curriculum to reflect the history and contributions of the community he is called upon to serve. #

MARY GATTA
Associate Professor,
Sociology, Stella and Charles
Guttman Community
College, City University of
New York;
Nominated by President
Scott Evenbeck



Dr. Mary Gatta joined the faculty as an Associate Professor of Sociology at Stella and Charles Guttman Community College at CUNY in August, 2015. Prior to her appointment at

CUNY, Mary served as a Senior Scholar at Wider Opportunities for Women in Washington DC, and as Director of Gender and Workforce Policy at the Center for Women and Work, and Assistant Professor of Labor Studies at Rutgers University. In addition, she recently served on New Jersey Governor Phil Murphy's Labor and Workforce Development Transition Team.

At Guttman, Mary teaches social science courses and serves as the Faculty Coordinator of Ethnographies of Work, a key component of Guttman's First Year Experience. The unique aspect of this course and her leadership role is ensuring that career education and information is embedded within the academic curriculum in order to better ensure student success at college and beyond. Students use ethnographic research methods and a social science framework to explore work and careers with a critical lens; along with mastering key job-readiness skills. She has published articles on this course and its impact on students' learning and understanding of professional careers.

Mary is a leader in research related to job quality, such as workplace flexibility for low-wage workers; workforce development programs and nontraditional job training for women. Her book *Waiting on Retirement: Aging and Economic Insecurity in Low Wage Work*, on the experiences of older low wage workers as they march toward a semblance of retirement, was released in October 2018 from Stanford University Press.

Mary has explored the experiences of women as they navigate One-Stop Career Centers, which led to Mary's book, *All I Want Is a Job! Unemployed Women Navigating the Public Workforce*

System. She is also the author of *Not Just Getting By: The New Era of Flexible Workforce Development and Juggling Food and Feelings: Emotional Balance in the Workplace* and is the editor of *A US Skills System for the 21st Century: Innovations in Workforce Education and Development*. In addition to books, Mary has published numerous academic articles, policy papers, and op-eds. #

DEIRDRE A. DEANGELIS-D'ALESSIO

Principal, New Dorp High School;

Nominated by Kenneth Gold



Dr. Deirdre DeAngelis-D'Alessio is a leader in high school reform and has a reputation for implementing new and exciting programs. Under her leadership as principal, New Dorp High

School has experienced consistent improvement in all school data with more than an 11% increase in attendance data and 28% increase in graduation data since 2005. As a NYC Showcase School, New Dorp has opened its doors to thousands of visitors to share best practices.

The components of this successful reform effort include an internal redesign into eight career-themed Smaller Learning Communities (SLCs), a deep data inquiry process, the implementation of Hochman Writing strategies throughout all content areas, a focus on instructional practices and curriculum, an established Restorative Justice Program, and a strong collaborative environment between staff, students, and parents.

Dr. DeAngelis is not new to school reform. As an Assistant Principal of Special Education at The High School of Telecommunication Arts and Technology, she was a pioneer in the area of integration of special needs students into mainstream settings. She was recognized by the National Center for Learning Disabilities with the Carrie and Pete Rozelle Award and she received the Beacons of Excellence Award from the University of Minnesota as she led the NYC schools in moving students to the least restrictive environment.

Dr. DeAngelis has presented at Educational and Reform Conferences at the city, state, and national level. She presently serves on a large number of advisory boards including the S.I. Borough Presidents Educational Advisory Board, the S.I. 30,000 Degree's Initiative Advisory Board, the College of Staten Island Technology Incubator Advisory Board, PSAL Advisory Board, and NYC CTE Advisory Boards, to name a few. She is the recipient of numerous awards and recognitions for her work, such as the prestigious Fund for New York City Sloan Public Service Award, NYS Senate Women of Distinction, High

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Dominick D'Angelo

Education Update's Educator of the Year 2019

A special **shout-out** to Principal "Double D" for his compassion & outstanding leadership at I.S. 228K David A. Boody

Jeffrey Irvine, Chief Executive Officer

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Sean Duncan with one of his recent graduates at Winchendon's NYC campus.

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Outstanding Educators

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School Principals Association Leadership and Excellence in Education Award, Staten Island Top Women in Business, NYC Police Commissioner Education Award, NY Daily News Hometown Hero Award, Staten Island Women of the Year Award, Education Update Outstanding Administrator of the Year, Council for Supervisors and Administrators Incentive Award for School Progress, US Department of Education: Model SLC School, Virtual Enterprises International Educator of the Year, Staten Island Women of Achievement Award, United Activities Unlimited Educator of the Year and a host of other awards. She has published articles and has appeared in numerous books and publications. #

Operation Varsity Blues

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crimes (although most states have similar laws) and the states in which the acts were committed still may take action against the participants, as long as the participants are not charged with the same crimes. Moreover, the various colleges involved also may have claims against one or more of the participants based upon violation of fiduciary or other duties to the college, submitting an application for admission with falsified information, or other theories of liability, and the affected colleges may request students to leave.

What are the elements of these federal crimes?

First, each of these crimes involved the knowing commission of a fraudulent act. Thus, each of the involved parents needed to know that what they were doing was wrong. And, at least one parent, who under very unusual circumstances apparently paid over \$1 million but did not know that what was being done was wrong, was not charged by the government.

Second, each of the charged crimes had other elements. A brief explanation of each is helpful:

- Section 371 is a general conspiracy statute and creates an offense when two or more people conspire to commit any offense against the United States or defraud the United States in any manner or for any purpose, including tax evasion

- Section 1341 provides that it is a crime to devise a scheme to defraud AND, in connection with such a scheme, use the U.S. postal service.

- Section 1343 provides that it is a crime to devise a scheme to defraud AND, in connection with such a scheme, use wire, radio or television (or other means of electronic transmission) in interstate commerce (*i.e.*, transmission between two states).

- Section 1346 provides that a scheme to defraud, which includes a scheme to deprive another of the intangible right of honest service, is, itself, a crime. Honest service fraud is a relatively new crime, added by Congress in 1988. The attri-

Lewis Lerhman

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sources. The collection is on deposit for public access at the New-York Historical Society. The Gilder Lehrman Institute of American History has developed a national program for teaching American history in high schools and colleges throughout America (gilderlehrman.org).

Lerhman received a BA from Yale and an MA in history from Harvard. He was a Carnegie Teaching Fellow in History at Yale and a Woodrow Wilson Fellow in History at Harvard. He has been awarded honorary degrees from Babson College, Gettysburg College, Lincoln College, Marymount University, and Thomas Aquinas College.

Dr. Félix Matos Rodríguez

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American Historical Association and the author of *Women and Urban Life in Nineteenth-Century San Juan, Puerto Rico, 1820-1862*; and editor of several books, including *A Nation of Women: An Early Feminist Speaks Out*. #

butes of honest service fraud, which are not defined by statute, are being defined by the courts, and are different depending upon whether the fraud is committed by public officials or in the private sector. Although it is believed by some prosecutors that the term means a lack of integrity or fundamental fairness, or dishonesty, the vagueness of the statute has had courts reaching for something more. Based upon the case law to date, it is not at all clear in my view that honest service fraud was committed by most of the people charged in Operation Varsity Blue.

- Section 1956 provides that it is a crime to conduct or attempt to conduct an unlawful activity using proceeds that were known to have been obtained from an unlawful activity.

- Section 1961 is a definitional provision that, among other things, defines “racketeering activity” as the commission of various crimes, including any of the crimes which are the subject of sections 1341, 1343 and 1956. The commission of any two racketeering activities within a 10-year period is deemed a “Pattern of Racketeering Activity” and a separate crime.

- Section 1962 provides that a pattern of racketeering activity with another element, such as receiving income from such activity or engaging in such activity in interstate commerce, is a crime.

A review of the foregoing alleged crimes shows a remarkable degree of overlap and duplication. This is not uncommon as each crime has its own penalty and the penalties can be additive, which entices participants to attempt to more rapidly settle the charges and agree to lesser counts of a criminal complaint and, thus, a lesser penalty.

Lastly, the list of offenses which have been charged to date may not be complete, and may, in time, include lying to the

Professor David Blight

continued from page 3

the ceremony at the age of 92.

A gorgeous dinner followed the cocktail hour. James Basker, president of the Gilder Lehrman Institute, was the emcee. His lively remarks included some friendly teasing regarding Blight’s Pulitzer win — a running joke throughout the evening that the Pulitzer committee followed in Gilder Lehrman’s footsteps!

A highlight of the ceremony was a reading by Eliane Spalding. An 8th grader at Irma Lerma Rangel Young Women’s Leadership School in Dallas, Texas, Spalding won first place in the middle school division of the Civil War Student Essay Contest. She eloquently read selections from her winning piece “Lincoln and Davis: Motivational Leaders”.

When it came time to introduce Professor Blight, James Basker gave a glowing introduction which highlighted the historian’s many professional accomplishments. He spoke of Mr. Blight’s affiliation with Yale, which began when he was a student (class of 1954) and progressed to him becoming a professor and director of the Gilder Lehrman Center for the Study of Slavery, Resistance and Abolition. He described Blight as a respected and well-liked teacher whose classes often have a wait list. Described as a generous and dedicated mentor, Blight has been known to never deny students or teachers the opportunity to collaborate evidenced by his work as a professor for the online Pace-Gilder Lehrman MA in American History Program.

When David Blight took to the podium, he expressed his appreciation for the great recognition and his wry humor was on display. “It’s a good thing I had an independent jury or you’d think this was an inside job!” he said to laughter. Blight then highlighted all the other finalists and spoke highly of many of the historians in attendance including Catherine Clinton. He shared some personal anecdotes as well. Most touching was his expanded memorial to colleague David Brion Davis. “You never were in his presence without learning something, even if you didn’t want to,” said Blight, adding, “he reminds me of the humility at the core of what we do.”

Blight ended his acceptance speech with Frederick Douglass’s own words: “Power concedes nothing without a demand” and “It is easier to build strong children than to repair broken men.” #

FBI while under oath and other federal offenses.

Thus, the question becomes whether the attempt made by the affected parents to gain admission to a highly competitive college for their child may have been worth the resulting penalty. I suspect that Operation Varsity Blue has only disclosed the tip of this activity, and that parents still will consider the odds of being caught when determining whether to engage in attempting to game the college admission system. #

CSPAN Q&A

continued from page 6

at the time. And Lew said, “It’s going to cost, you know, seven figures - low seven - it’s going to be in the millions.”

And I said, “Lew, don’t we have enough on our plate to collect documents and maps and broadsides and all that? I mean, once you get into works of art, isn’t that a whole ‘nother (ph) league? But I’ll leave it to - I’m against it, but I’ll leave it to you.”

So, of course he bought it. And it was a fabulous acquisition. It got us involved with Monticello. I served - and still do serve - as a trustee. It’s one of the top boards I’ve ever been on. They accomplished so much in these last 10 (INAUDIBLE), and had begun, well before I got on the board, with the momentum.

We are now editing the Jefferson Papers - the retirement years - down there. We’ve built the Jefferson Library. We have the International Center for Jefferson Studies. Scholars come from all over the world.

And when we - the minute we bought it - they’re so on the ball - we got this call from Dan Jerdan (ph), “Could we borrow - could we borrow your bust? We’d love it to have it right in a prominent place.”

So, I don’t happen to like to look at statues. Lew was on the acquisition hunt. So, we said, “Sure.” And we got to know him that way. I got on the board. Lew’s been down there a number of times.

And I love to tell this story because it makes Lew look good, it makes me look like willing to go along, you see?

I mean, in other words, if you don’t have the brainpower, find someone who does. I’ve had fabulous partners - and especially Lew - in my life. So I did.

The rest of the article continues at EducationUpdate.com.

Dr. John J. Russell

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University and an M.B.A. from the University of Connecticut. He also has a Masters degree in Oceanography from New York University and a Certificate of Advanced Study in Administration from Fairfield University. Dr. Russell received his Bachelor of Science degree from Manhattan College where he majored in Biology. His research interests include language-based learning disabilities, direct instruction, and organizational theory. #

Child Mind Institute

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LAW & EDUCATION

Operation Varsity Blue

By ARTHUR KATZ, J.D.

On March 12, 2019, federal prosecutors charged 50 people in a series of related college admission schemes, labeled by the government “Operation Varsity Blue.” The schemes involved various activities by several individuals to assist high school students with wealthy parents obtain admission to highly selective colleges utilizing bribery, false statements and other improper means. Since that date, a seemingly never-ending stream of newspaper, magazine and Internet articles have been published concerning the college admissions process, and the parents involved in the scheme.

Much can be said about what occurred and whether it is a symbol of the times that we are in, as the parents involved did not seem to be concerned about the actions they were taking until they were caught. Gaming the college admission system for their children was the paramount objective and the colleges involved were uniformly remiss in having lax procedures in place -- which permitted the improper activities to occur.

Yet, the federal crimes that the participants were charged with had nothing to do with the college admissions process or bribery of college admissions officers, as such. The crimes that the government



Arthur Katz, JD

claimed were committed were (i) conspiracy to defraud the United States under Title 18 USC §371, (ii) mail fraud under Title 18 USC §1341, (iii) honest service mail fraud under Title 18 USC §1341 and §1346, (iv) wire fraud under Title 18 USC §1343, (v) honest service wire fraud under Title 18 USC §1343 and §1346, (vi) laundering of monetary instruments under Title 18 USC §1956, and (vii) engaging in a pattern of racketeering activity under Title 18 USC §1962, as defined in Title 18 §1961.

The above crimes are federal, not state,
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THE ETHICS COLUMN

Reinventing the Monkey

By JACOB M. APPEL MD JD

Inserting human genes into other species has become a staple of both scientific research and industry over the past three decades. These chimeras generally prove uncontroversial: No reasonable person believes that engineering a potato to produce serum albumin renders that plant more meaningfully human nor is there much outcry when mice embryos are modified with snippets of human DNA. In contrast, a considerable uproar has arisen over research conducted by Chinese researcher Lei Shi and colleagues, recently published in *National Science Review*, that reports inserting the human MCPH1 gene—a crucial engine of cognitive development—into the brains of rhesus monkeys. These monkeys proved to be smarter than their peers. That led the explanatory journalism website, Vox, to run the headline: “Scientists added human brain genes to monkeys. Yes, it’s as scary as it sounds.” But is it really?

There will always be individuals who oppose any animal research for any purposes, arguing that animals cannot meaningfully offer informed consent. But the widespread objection here does not appear to be to animal research per se. Rather, the combination of monkeys and



Jacob M. Appel, MD JD

brains is what has set off alarm bells. On the one hand, rhesus macaques and humans share about 93% of our DNA (compared to roughly 98% with chimpanzees and 60% with bananas), raising the prospect that a little nudge might make them too human to be treated as subject of involuntary experimentation. On the other hand, the distinctive aspects of tampering with neurological tissue raise the prospects that such creatures will become smart enough to do us human beings damage—the so-called Planet of the Apes scenario.

At this point, both scenarios appear far-fetched. To be clear: The monkeys weren’t that much more intelligent. They proved able to remember more quickly and effectively the shapes and colors of images on a screen; they did not type Hamlet. The likelihood that tinkering with one or two genes will transform a species that diverged from our evolutionary tree many millions of years ago into our intellectual equal is implausible. The genetic distance remains so great that the monkeys are no more meaningfully human than are the albumin-producing potatoes.

That does not necessarily mean that all genetic tampering with primate brains is ethical. Far more challenging are recent studies in which the gene that causes Huntington’s disease has been inserted into macaques, subjecting them to considerable suffering. The cost-benefit calculus in such studies is stark and grim: The present suffering of monkeys vs. the potential to develop treatments for a deadly human ailment. But inflicting a fatal illness on a monkey is not the same as endowing it with a few additional IQ points.

For intelligence enhancement studies in primates, the best ethical threshold may be that researchers do not want the animal subjects to become so smart that they prove meaningfully aware of their non-human status—and their absence of rights. One might similarly ask if it would be ethical to raise an impaired

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DR. POLA ROSEN HONORED BY KENNEDY CHILDREN'S CENTER

BY LYDIA LIEBMAN & DR. POLA ROSEN

Recently, Dr. Pola Rosen, Publisher of *EDUCATION UPDATE*, was honored by the Kennedy Children's Center with a Lifetime Achievement Award. Dr. Rosen holds Doctoral degree from Teacher's College at Columbia University in Special Education and has dedicated much of her life to helping students who learn differently thrive. The Kennedy Children's Center, now in its 61st year, is dedicated to providing high quality education services to young children with developmental delays, in partnership with families and communities. Dr. Rosen is member of the Board of Directors.

Dr. Rosen was honored at the Kennedy Children's Center annual fundraiser in New York City. Many of her close friends, family, and colleagues were in attendance, and many donated, helping the nonprofit to achieve its monetary goal for the evening.

Dr. Rosen delivered heartwarming and informative remarks as she received her award:

Iwould like to thank the Kennedy Children's Center which is in its 61st year for recognizing me with a lifetime achievement award. Just like the Center, I have dedicated much of my life to children who learn differently.

When and how can we intervene when we see a young child who is not showing development?

Today we know much more about the

brain and our environment than ever before. True acknowledgement of children with special needs is done by the center.

Our newspaper, *Education Update*, published a guest editorial by the president of Bank Street College of Education Shael Polakow-Suransky.

He noted that 90% of our brain architecture is built during the first 1000 days of life, with more than 1 million

new neural connections formed every second. These connections establish the foundation for learning including cognitive and social-emotional development. And because of institutionalized forms of inequality, children growing up poor are often more vulnerable. The Kennedy Children's Center has a significant impact on the development of children with special needs.

Supported, responsive relationships start with parents and guardians. Caregivers in the child-care setting can also mitigate the effects of these experiences. This is why we need to increase access to early childhood education, to eliminate the achievement gap long before children start kindergarten.

Quality early care and education, which is provided by Kennedy Children's Center, leads to success in school, increased earnings, improved health, and stronger families. But another key is to invest more in daycare and pre-K educators with more training and improved pay.

New York State Assembly Member Rebecca Seawright states that Pre-K centers offer high caliber education for

young children, which is one of the factors that is motivating NYS officials to expand universal pre-K to children as young as 3.

Dr. Sharon Lynn Kagan, professor of Early Childhood Education at Teachers College, Columbia University believes in early advantages for building systems that work for young children. She has studied systems in other parts of the world and has worked with teams of experts in Australia, Finland, Hong Kong, Singapore, and South Korea. She has found that effective early childhood education provided greater support to teachers and families, delivering comprehensive services and strong family and education policies that support young children and make a difference in their daily lives.

With the generous gift from you and the archdiocese tonight, the Kennedy Children's Center will be able to provide the highest quality education services to support families with training, guidance, and advocacy and to collaborate with school communities to improve teaching through professional development.

CCNY Names Elizabeth Yim 2019 Valedictorian; Kevin Zijian Jiang is Salutatorian

Elizabeth Yim and Kevin Zijian Jiang, both graduating seniors with roots in the Chinese port city of Guangzhou, are recipients of the Class of 2019's top honors at The City College of New York.

Yim, a biomedical science major whose immigrant mother was born in Guangzhou, is the Valedictorian at CCNY's 173rd Commencement Exercises on May 31. Jiang, who was born in the same city and moved to New York in 2012, barely speaking English, is the College Salutatorian.

Born and raised in Bayside, Queens, Yim is graduating with a 3.98 GPA and will continue in the CUNY School of Medicine at CCNY until she receives her medical degree in 2022. Jiang, a mechanical engineering major with a 3.96 GPA, is mulling pursuing a PhD in microfluidics engineering or attending medical school.

Following are brief bios of the Valedictorian and Salutatorian, from one of the nation's most diverse campuses, where up to 93 % of the world's sovereign states are represented.

Elizabeth Yim

Yim has completed the three-year accelerated BS degree portion of CCNY's seven-year medical program with flying colors. Her accolades include the Dean's Medal for Academic Achievement. She also received the Rudin Research Fellowship and the Mack Lipkin Broader Horizon's Fellowship, both from the CUNY School of Medicine in 2018.

The latter honor led her to the Ocean Road Cancer Institute in Dar es Salaam, Tanzania, that nation's only cancer treatment facility. There she led and designed an independent research project to investigate the barriers to receiving confirmatory screening and/or treatment among women with cervical lesions or suspected cervical cancer.

Yim's other fellowships include a Colin Powell Partners for Change Fellowship. In 2016, she scooped the Top Presenter Award at the Annual Biomedical Research Conference for Minority Students (Social and Behavioral Sciences and Public Health Division) in Tampa, Florida. This was for her research aimed at improving disproportionately high lung cancer

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PARENTING TEENS IN THE DIGITAL AGE

By SHERRY S KELLY, Ph.D.

The Problem

Today's teens are more isolated and marginalized than ever before, even though they may seem "connected" through the internet and social media. Why then are teens experiencing such high rates of depression? Why are mood disorders becoming so commonly seen in the high school and college-age populations? How do we raise our children to be positive in such a negative world? Can we teach teens the skills and mindset to be happy?

For more than two decades, I have worked with teens whose lives became intertwined with virtual reality games and chat rooms, including the predecessors of the current forms of social media. Today, when I speak to school psychologists about the number one issue they encounter with distressed teens, it usually relates to social media. The significant issues school psychologists report about the source of referrals on campus involve bullying and exclusion stemming from social media. Why has social media become such a problem for teens? First, realize that on average adolescents spends at least 20 to 24 hours per week on their cell phones. This

translates into one day per week lost to cell phone activity. A recent study by the Pew Research Center ("How Parents and Teens Navigate Screen Time and Device Distractions," 2018) found that 54% of teens say they spend too much time on their cellphones, yet two-thirds of parents express concern over their teens screen times. At the same time, parents must confront their own issues of device-related dependency and distraction.

The Impact on Development

Two thousand years ago, Romans gathered in the great Colosseum to witness drama, athletics, judgement, punishment, and all kinds of public spectacles. Today, our kids hold the "Roman Colosseum" in the palm of their hands with their cell phones. In a "Snap", "Tweet", or text, their lives can be altered by something posted. Add to this matrix of stress, the content of material our teens may be viewing - visual and written content that is often negative and cynical. No wonder there are popular apps for editing and photo-shopping images into a preferred self image. So many teens experience anxiety and feel pressure to "fit in", "not miss out", or to live up to the images they

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THE MATH COLUMN

SPECIALIZED HIGH
SCHOOL EXAMS

By AL POSAMENTIER, Ph.D.

Over the past several decades high-level education decision-makers and administrators from various European countries, such as England, Germany, and Austria came to New York City to visit some of the specialized high schools, including Stuyvesant High School, Bronx High School of Science, and Brooklyn Technical High School. To say they were hugely impressed could possibly be an understatement. They were awed by the level of instruction, student motivation and overall ambience of the schools. Naturally, they were curious to know how the students were selected for the schools. They were a bit surprised that the sole criterion for selection was a written exam, since oral exams and teacher recommendations play a greater role in the European countries. They noticed the paucity of African-American and Hispanic students and a large representation of Asian students and wondered why that happened.

This is now a cause for concern in New York City since recent numbers show that of almost 900 acceptances for next year's entering class at Stuyvesant High School less than one percent are either African-American or Hispanic students. In recent years, many private examination support programs have appeared throughout the city, such as Mathnasium, offering courses and tutoring programs during evenings and weekends at a cost to the participants. This burgeoning privatization of preparation for elite public high schools introduces a lack of equity of access for low-income students who cannot afford private prep training and who are, furthermore, often students in the most fragile of the city's middle schools.

Therefore, the question now facing New Yorkers is how to improve the diversity of the population in our specialized high schools. We can find solutions to this problem through a series of teaching and learning initiatives to support the performance of these underrepresented students and to improve their achievement on this high-stakes test, rather than to eliminate the test itself. Research over the years has demonstrated that preparation for high-stake tests (such as the SAT and ACT) has a favorable effect on performance outcomes. To even the playing field, an effort should be made to provide city-and-state-funded resources for extracurricular experiences in middle schools across the city, similar to that of the private mathematics support programs, which focus on test-taking skills and problem-solving strategies. This could well require training teachers to become experts in teaching problem-solving skills which are beyond typical



Alfred Posamentier, Ph.D.

textbook exercises.

In mathematics instruction, the art or skill of problem solving has been largely neglected in today's classrooms, which focuses largely on "teaching to the test." One would think that this approach would support the entrance examinations, yet the tests for which mathematics classes are being prepared are content-oriented such as the New York State Regents Examinations, since teachers are frequently being assessed by their students' performance on these tests.

To illustrate problem-solving skills, consider that the approach to a mathematics problem can often be described as the "poet's way" or the "peasant's way." For example, one illustrative problem might be to find the number of games needed to be played in a single-elimination basketball tournament to get a champion that begins with 25 players. This can be approached in two ways: The peasant's way would be to do a simulation of the tournament and focusing on the winners while keeping count of the number of games played. On the other hand, the poet's way would simply ask how many losers must there be to get a champion? And the answer is 24 losers. This requires 24 games and the question is answered very elegantly. Such training can significantly enhance success on these entrance examinations.

It would be a huge disservice to the general population of New York City to lower the standards of these specialized programs for gifted youngsters. Over many decades these schools have served the population well in producing outstanding scholars in a variety of fields. They have been a model for the education of gifted youngsters, favorable recognition in other cities in the United States and abroad. Let's not dumb-down our education program. Rather let's make the financial investment and provide a meaningful program to bring up to speed

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SPORTS

Cadet Hoops Connects with
Carteret Community

Coach Brian Prioleau, Founder/Director of Cadet Hoops Basketball & Katrena and Coach Donte

By MIKE COHEN

When Brian Prioleau walked off the court after his first season as the founder/director of Cadet Hoops, a not-for-profit basketball program for kids in Carteret, New Jersey, he thought he had made an impact.

The first day he had 16 kids show up on a cold February morning wanting to learn how to play basketball, and, most importantly to Prioleau, gain a love for the sport. By the time the program ended in early May, the group had grown to 67 kids from the fourth to the eighth grade. But it wasn't until Prioleau had a chance encounter with one of his students at the park after the program had ended that he truly believed what was possible. Isabel, a nine year-old girl, who had never played basketball before being in Cadet Hoops, caught the eye of Prioleau that day. With a big smile on her face, she was diligently working on dribbling techniques she had learned from Prioleau and his coaches.

"I felt excitement," said Prioleau, 41, who played basketball at Pace University in New York and has worked in Wall Street for the past 20 years. "It's about leaving an imprint. When I saw Isabel bouncing that basketball, I knew it couldn't be just her who had benefitted from the program."

Since there was no recreational basketball program in Carteret, Prioleau, who has lived in the town for 18 years, recognized a need to bring this diverse community together through the game that has meant so much to his life. In 2016, Prioleau planted the first seeds for the program, as he likes to say, and finally this year, he was ready to open the doors to the gym. He partnered up with the Carteret Recreation Department, an organization that provided him with a gym and a support network within the community. The rest was all Prioleau, who found volunteer coaches, developed a curriculum, organized every aspect of what needed to be done for basketball to be played. Of course, he was the head coach. He estimates that he spends over

20 hours a week during the season, all on a volunteer basis.

Many of the kids started with little or no basketball background. What they did bring was an enthusiasm to learn.

"She absolutely loved it," said Siobhan Mahoney, a mother of a 10-year-old girl in the program. "Coach Brian had an effortless ability to teach these kids in a way that they enjoy what they are learning, even when it's difficult. You can see he makes each of them feel good about their individual journeys."

Prioleau, who won multiple state championships as a high school player in Connecticut, wanted the Carteret kids to have their own special taste of basketball. He even named the Carteret program the same name as his beloved high school team: the Cadets. His goal was to instill the values that he had learned along the way as a student and an athlete.

"It's my passion," said Prioleau, who also works for the Big East Basketball Conference and for Seton Hall basketball. "When you do something that you love, it's never work."

As for the future, Prioleau wants to include the community even more while ramping up the basketball part of the program. Currently players from the Carteret High School boys and girls varsity teams serve as volunteer coaches, including his son Donte. His fiancée, Katrena, also has been a key contributor helping behind the scenes and serving as volunteer coach. Getting as many people involved in Cadet Hoops is what drives Prioleau. On the last day of the program, the gym was packed with kids of all ages, parents, and members of the community.

"It's my way to be authentic and leave a lasting impression," said Prioleau. #

For more information on how to be a part of Cadet Hoops, please visit CadetHoops.com.

In addition to being the Sports Editor of Education Update, Mike Cohen is the Founder/Director of Throwback Sports (a sports and educational program for children of all abilities). He can be reached at throwbackports@verizon.net.

GIVING VOICE TO OUR YOUTH: WALKOUT AT SCHOOL TO SAVE PLANET EARTH

By VALENTINA OSSA

My name is Valentina Ossa. I am 12 years old and in 6th grade. I am a founding member of Student Climate Action at the Arts & Letters School in Brooklyn, NY and one of the organizers of the walkout at my school today (March 14, 2019) in solidarity with all of you. Of course I care about what the government does. I don't make the rules. I don't get to vote. I don't make the laws. I don't get to decide. But, to me, this is not about politics. This is not about Republicans and Democrats. This is about my future and the SURVIVAL of the world that I live in. I remember the first time that my mom told me about fracking and what it could do to the water. I was 5 years old and I just cried and cried. I had a fear of what it would be like when I was older. I had a fear that people were doing this to the Earth and that they wouldn't stop. I had a fear that we weren't just doing this to us, but that we were doing it to all the animals and all the organisms on this Earth... It just went against life itself. I started doing research and every time I got more angry. I can't count how many times I thought it was a dream and that I'd wake up to this beautiful earth and that everyone would care. But I wake up and I see skyscrapers going up, gasses spewing out of factories. I see floods, hurricanes, and forests burning down in the news.... If we don't stop now, who will have clean water to drink? Air to breathe? An ocean to swim in? All these things are rights, not privileges. Animals and plants are becoming extinct at a faster rate than ever before. If they are dying, so can we... It's scary to know that I may not have a future. It's scary to think that my children will ask me why I didn't do anything. Climate change has gotten worse really fast. Scientists say that we have 12 years to avert the worst-case scenarios. I say that we have less. I say that we only have NOW. Not in 12 years. Not in two. We need to make change NOW so that my children and my grandchildren can have a planet to live on. I know people who don't care about the climate — or even the earth for that matter. But I do. I care about the air I breathe and the water I drink and the forests that can burn down at any moment. Even the other day I asked a classmate of mine whether he would consider walking out at school for 30 minutes and he said "NAH. It's too much work". And I said ... Don't you care about your future? And he said, "Nah I will probably be

dead for the worst of it." I responded. Don't you care about your children and your grandchildren living through the worst of it?!" And he said "NAH they can take care of themselves". Well climate change is already here and we need to take care of ourselves now. So many of these people in power are like my classmates. They think they are going to be dead by the worst of it so why not make their money now and just leave it to the future generations to deal with. Well we are the future generation. And you did leave it to us. People say we still need to "solve the climate crisis" but we already have the solutions. We already know what we need to do, so why don't we act? We won't survive unless we STOP EMISSIONS. NOW! We won't survive unless we come together and stop pretending things will somehow fix themselves. We need NO MORE FOSSIL FUELS. We need 100% RENEWABLES. We need a GREEN NEW DEAL. And we need it NOW. We need our leaders and everyone else to get behind it because we have a planetary emergency. We need everybody to wake up! Here in New York City we need to stop the Williams Pipeline, a fracked gas pipeline along the coast of Brooklyn, Staten Island, and the Rockaways. We need to stop our dependence on fossil fuel, not build new infrastructure. We need to stop ALL the new fracked gas compressor stations being built in New York State. The chemicals go into the air and poison the water, land, humans, animals, and everything around it. In 100 years we might not even exist any more if we keep going at the rate we are now. Animals are dying. Forests are perishing. People are getting angrier. We are drilling into the earth like it doesn't matter, like the Earth is just a thing that we can throw away and get another one. We can't! If we destroy the earth, there is no turning back. There is not another one. People are just taking what they want for greed and money and power. It needs to stop or WE WON'T HAVE A WORLD LEFT. I would like to end my speech with seven seconds of silence and I would like to ask you to think about what you are going to do for the survival of the future seven generations; to think about what you are going to tell your grandchildren about what YOU did to stop the climate catastrophe and the end of world as we know it. Thank you. #

Valentina is the granddaughter of Peter Yarrow, the famous folksinger.

Reinventing the Monkey

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human being's IQ from 30 to 60, making him more aware of his limitations, and possibly producing existential distress. These are complex philosophical questions with no easy answers. Fortunately, nothing about this particular experiment in China suggests that they will have to be answered any time soon. #

Parenting Teens

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see on social media.

The other impact on cognitive and emotional development relates to the "apps", themselves. Many popular "apps", as well as computer based educational games, were initially developed as consumer applications. You swipe and choose, or swipe and buy. The quick, swipe right or left, games are good examples. As a Clinical Neuropsychologist, this concerns me because I am witnessing a generation of kids engaging in quick response- reaction type activities online. In essence, they are being trained to become more reactive and impulsive, rather than proactive in decision behaviors. Along with this, today's teens are moving in a more fast-paced world where they are expected to digest information, decide and act with immediacy. It makes facing multiple choices and ambiguity more difficult for this generation of teens compared to what we experienced decades ago.

What Can Be Done?

First, recognize key warning signs of your teen's overuse of the internet, video games, or cell phones. Try monitoring their cell phone use in terms of time and data spent. Be alert to how this may be impacting school performance. Is homework late? Have grades fallen? Pay attention to your teen's social well being, including friendships changing or if your teen seems more isolated. Would your teen prefer to be alone and online, rather than be with friends or family. Has your teen dropped out of activities? The other behavior to recognize involves sleep patterns. Often, this may include staying up late to be scrolling through social media or engaged with the phone long past bedtime. Recognize how reactive your teen may become when you try to set limits on phone or video game usage. Also, recognize how you may be avoiding setting limits or addressing concerns because you fear your own child's anger. Finally, take stock of your own cell phone or computer dependency, recognizing how your behaviors may be contributing to the problem.

In my PositiviTeens® workshops, I help teens, parents and teachers develop strategies to counteract some of the negative communication and decision-making styles shaping our relationships. The workshops include a review of recent neuroscience on the impact of the digital age on cognitive - social development, mood, and decision-making. The second

CCNY Names Valedictorian

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mortality rates among Chinese-American and African-American smokers in New York City.

Her mentor Holly G. Atkinson, MD, describes Yim as "possessing a stellar blend of academic achievement, leadership skills, integrity and a passion for service."

Post-medical school, Yim is considering practicing family medicine or emergency medicine.

Kevin Zijian Jiang

Molded by adversity after arriving in the United States at age 15, speaking limited English and enduring a family crisis, Jiang persevered to become an outstanding mechanical engineering student.

Jiang worked on papers, projects and studied while keeping vigil at his cancer-stricken father's hospital bedside until the end on Dec. 16, 2016. Later, he scored the highest grade in Assistant Professor Jing Fan's heat transfer class.

His remarkable projects ranged from double-emulsion microfluidic device development (redesigned droplet-based microfluidics device for emulsion formation using P1000 commercial puller machine and capillaries) to reverse engineering a wireless mouse. Jiang has applied for a patent for the design.

There was also the more routine sound-ing manufacturing of a paper cutter for receipt paper to conducting failure simulation and analysis on a wall-mounted bookshelf.

Jiang received the Gerard and Doris Lowen Mechanical Engineering Scholarship in spring 2018. The Fresh Meadows resident is affiliated with: The National Society of Professional Engineers; and The Society of Asian Scientists and Engineers. #

Specialized HS Exams

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more students who may not have had the resources to access additional support which would allow their talents to flourish. #

Dr. Al Posamentier is professor emeritus and former dean, CCNY. Now Distinguished Lecturer at NYC College of Technology, Brooklyn, NY.

half of my workshops include teaching evidenced-based Positive Psychology strategies to foster a growth mindset, effective stress response, strengthening communication skills, and writing a "positive code" for your cognitive style.

Sherry Kelly, PhD, is a Clinical Neuropsychologist and Health Psychologist. Dr. Kelly's workshops provide evidenced-based cognitive strategies for choosing a positive cognitive pathway in the social media age. The half-day or evening workshops can be customized for parents, teachers, and teen audiences. For more information, please visit PositiviTeens.com or contact Dr. Kelly at Sherry@mindandheartcoaching.com. #



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National 10-year average for ALL students, with and without an LD (Source: NECS)

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