

Retirements



■ **CHARLES POMARO**, former Assistant Principal at Westinghouse, New Dorp, and Brooklyn Technical high schools and founding Principal of the Williamsburg High School for Architecture and Design will be honored upon his retirement on June 9 at 6 pm at the Bay Ridge Manor, 473 76th Street, Brooklyn. The cost is \$60 per person. Checks should be made payable to the Brooklyn Tech Alumni Foundation Attention and sent to Lilly Magalnik, 29 Ft. Greene Place, Brooklyn NY 11217).

Notebook

EAA Plans Fall Welcome Back Gala

The Educational Administrators Association will hold a *Welcome Back Gala* for all Education Administrators on Sept. 29. Network with your colleagues and welcome new members. The festivities begin at 5:30 p.m. at Carasello Restaurant, 162-54 Crossbay Blvd, Howard Beach, Queens.

Questions? Please e-mail Lucie McEntee at LMcEntee@schools.nyc.gov.

AAP Offers Cruise Around NY Harbor

Come join your AAP colleagues for a sail around New York's harbor to celebrate the end of the school year. The cruise on June 29 "sets sail" at 6:30 p.m. from the World's Fair Marina in Flushing (opposite Citi Field). Price includes a full buffet dinner, an open bar, a DJ and dancing. For AAP members, \$45. Non-members, \$90. Limited space, so make your reservation now. Contact Bob Kingsley by e-mail at aapexcedir@earthlink.net.

'Educator of the Year' Honored by ABENY

ABENY's next general membership meeting will be held on May 16 at 3 p.m. at the Bedford Stuyvesant YMCA, 1121 Bedford Ave., Brooklyn. For information, contact President Mellouise Murdaugh at (917) 971-7162. ABENY will honor outstanding educators and scholarship winners at the annual Scholarship and Awards Luncheon on June 19, at noon at Antun's in Queens Village. This year's "Educator of the Year" is Dr. Laverne Nimmons, Principal of PS 335, D-16, Brooklyn. Sylvia J. Yearwood, a retired Education Administrator, will be honored as ABENY's 2010 Lifetime Achievement Awardee. Patricia Owens, a business teacher at Clara Barton High School, is "Teacher of the Year." For information, call Nora Barnes, Chair, at (917) 312-3823 or (212) 861-3942.

Advanced Leadership Training in School Leaders Network

Experienced Principals Benefit From Monthly Facilitator-Led Brainstorming Sessions, Inter-School Visits and Presentations



■ IN-Tech Academy Principal Rose Fairweather-Clunie and Assistant Principal Eve Olivo. Ms. Fairweather-Clunie has been a member of a SLN for more than four years. Educators often visit IN-Tech Academy to find out more about SLN.

BY ANNE SILVERSTEIN

In the world of education, programs often have cute names – acronyms that spell out a “meaningful” word – or are so filled with “educrat-ese” that it is impossible to know what’s at stake.

Fortunately, the School Leaders Network doesn't go that route. The title gives you a decent sense of what the program's overarching goal is – to create networks of topnotch school leaders. The mission: improving student achievement.

To do this, the SLN arranges facilitator-led meetings for groups of public school Principals who work together to solve problems, learn about new techniques in their craft and to share information that they can bring back to their schools.



The SLN is the brainchild of Elizabeth Neale, who has been involved for years in designing ways to address improving school leadership. She is presently the co-chair of Harvard Principals' Center Advisory Board, and the former chair of the Northeast Principals Leadership Network at the Educational Laboratory, Brown University. (The Executive Leadership Institute (ELI), CSA's professional development arm, was also involved in this research.)

In 2006, Dr. Neale established the School Leaders Network to address the professional development needs of Principals and to create a community of mentoring and support, all with an eye on creating students who are prepared for college-level studies.

ELI has funded NYC Principals' participation in the SLN through the establishment of five networks of 15 or so Principals who meet once a month, said ELI Executive Director Ada Dolch, who also serves as one of the trained SLN facilitators. These facilitators help guide discussions or provide professional development. In between meetings, or on the same day, Principals may visit each other's schools with guided discussions. Facilitators themselves spend several days three times a year training for their roles.

"We're very excited that last year our SLN principals outperformed peer horizon schools in ELA and math. If you're a Principal in NYC, joining an SLN network will increase your capacity to drive student achievement," said Dr. Neale in an e-mail to this reporter.

Denise Brewer, Principal of PS MS 200, Flushing, participates in facilitator James Phair's network. (Mr. Phair is Principal of PS 107, D-25, Queens.) This is what she told him: "It has been a pleasure being part of SLN ... I always felt supported as I shared some of the experiences I was having ... as Principal. There were times when I was faced with several Quality Reviews [when] I felt very overwhelmed, and I [got] honest feedback and support from my colleagues. This was the only place where I felt that I could be open and honest about the ever-evolving role of Principal within the Department of Education. Everyone needs a space into which they can speak and reflect upon their practice, and SLN has been a vehicle to support me in this special role."

Three information sessions on SLN will be held from 5 to 8 p.m. on:

- May 25, Tosca Café, 4034 East Tremont Ave., Bronx
- May 26, Eamonn's (Eamonn Doran's) 174 Montague St., Brooklyn
- May 27, Dazies Restaurant, 39-41 Queens Blvd., Queens

For Principals only. To register, contact Edward Torres at edward@csa-nyc.org.



■ Judith Tarlo, second from right, with some of the past and current participants in her network.



■ Dr. Elizabeth Neale is the founder of the School Leaders Network.

Facilitators Describe Impact of Their Programs



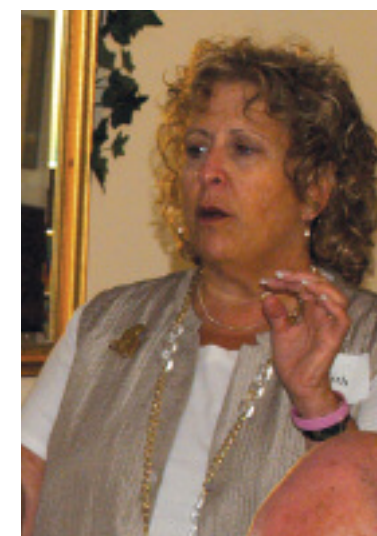
JOHN QUATROCCHI

“During this school year, our work revolved around developing, and agreeing upon, a common Problem-of-Practice that all Principals could connect to. We are now in the throngs of examining the Instructional Rounds process and scheduling our Instructional Round to take place at PS/MS 43Q on May 18th. Our Network is in its third year and has become a supportive and cohesive support system for all members.”



ADA DOLCH

“While the facilitator guides the discussion and professional development of the group, the topics we cover are often selected by the network members. Thus, Principals can discuss problems they're having, or topics of particular concern and get feedback and solutions from experienced school leaders who understand the culture of the Department of Education and the needs of the city that can be implemented relatively quickly.”



JUDITH TARLO

“For network 3 members, the greatest impact has been the lessons learned from each other and the support that developed from the shared passion to be the best educational leaders driving student success. Many have successfully changed the way they conduct professional development, organize the school day or supervise inquiry work as a result of the exchange of ideas that makes this group so vibrant.”



JACKI FOSTER

“The major impact SLN has on our network is the connections the members of the network have made with each other. The ability to listen and share concerns and challenges as we do the work needed to move our schools forward. This allows us to be in the present with our work on Instructional Rounds, and use our combined experiences as instructional leaders to help each other to improve the educational growth and achievement of the students in the schools they lead.”



JIM PHAIR

“SLT has had a tremendous impact on the principal's in our network and redefined our roles as Instructional Leaders. The inclusive and collaborative components of the program has given us the opportunity to be part of a professional community that has incorporated a method of inquiry in order to reflect on educational best practices. The key elements of trust and camaraderie have allowed us all to grow as building leaders and turnkey these attributes when working with our administrative teams and our teachers.”

NATION Education

TEXAS:

Compulsory AP Test

The new Superintendent of the Houston Independent School District (HISD) is pushing for mandatory exams. The move is, in part, to insure the district's AP classes are sufficiently rigorous. Until now, students who took AP classes were not required to sit for AP exams, though last year, about three-quarters chose to do so. The rule would also hold true for International Baccalaureate programs. (Houston Chronicle)

INDIANA:

Federal Stimulus

Indiana will be the recipient of \$61.3 million in federal stimulus funds to bring persistently low-achieving schools up to par. Five elementary schools in Clark and Floyd counties are included in the plan as they have failed to meet anticipated yearly progress for two years yet have not been identified as persistently lowest achieving schools. (courier-journal.com)

CONNECTICUT:

Power Subs

Greenwich is piloting a program of “power subs.” About 24 of the district's best substitutes will receive additional training in math, literacy and technology to better enable them to take over when needed. The issue came to the forefront recently over the quality of teaching on the days when the regular staff is out on professional learning days. This program aims to lessen the loss of “learning time” when regular teachers are out of the classroom. (greenwichtime.com)

NORTH CAROLINA:

Using AIMSweb

Cabarrus County schools have implemented a five-year data-driven Response to Intervention program called AIMSweb to learn what is most effective in its curriculum, to customize student learning and to make the whole system more transparent. During the pilot program, launched in 2007-2008, dramatic improvements in achievement were seen. In the elementary pilot school, where 57 percent of the students were below benchmark targets in 2007, 60 percent of those students – who are now in 5th grade – are at or above the targets. (schoolnews.com)

CALIFORNIA:

China Controversy

A language program at Cedarlane Middle School in Hacienda Heights has come under fire for the way it is funded – by the Chinese government's Chinese Language Council International or Hanban. Hanban provides \$30,000 to \$50,000 in teaching materials, books and a laptop. Opponents fear Chinese doctrine will be part of the curriculum but supporters say nothing could be further from the truth. (LA Times)

— COMPILED BY CHRISTINE ALTMAN