

THE CAHN FELLOWS PROGRAMS

ABOUT US

The Cahn Fellows Programs for Elevating and Inspiring School Leadership are committed to recognizing outstanding principals and providing them with opportunities for professional, intellectual and personal growth. Our goal is to strengthen the public school system by investing in its most effective school leaders.

TEACHERS COLLEGE COLUMBIA UNIVERSITY

18
YEARS

OUR HISTORY

The Cahn Fellows Programs were founded in 2002 as a result of the vision and generosity of Charles & Jane Cahn. They wanted to do something to recognize excellence in education with the belief that, in recognizing and supporting excellence, the entire system can improve. The Cahn Fellows Programs inducted its first cohort of Cahn Fellows into the Programs in 2003. The Programs enable Fellows to become even more effective principals while leveraging their talents to support aspiring school leaders.

The Cahn Fellows Programs have their roots in New York City and now serves educational leaders in cities across the country.

915
PARTICIPANTS

THE PROBLEM

High-performing principals receive little effective professional development, recognition, or collegial peer engagement. As a result, our cities' most valuable public education leaders often lose their passion and leave their positions. Since research shows that distinguished principals who remain in their schools consistently deliver outstanding student outcomes, we must retain our quality principals and build a pipeline of exceptional future leaders.

We seek to improve large urban public school systems nationally by elevating and inspiring high quality principals and promising school leaders with advanced professional development and recognition. Our purpose is to improve the retention and skills of these principals and aspiring leaders.

Lisa A. Sahulka, MPA | National Director, The Cahn Fellows Programs
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www.tc.columbia.edu/cahnfellows/



THE CAHN FELLOWS PROGRAMS

IMPACT

Researchers and educational leaders agree that great schools are led by talented principals. An effective principal establishes a culture that improves student mindset and achievement. Given overwhelming evidence of the value of our public education leaders, it is crucial that we retain them through professional development, recognition, and collegial peer engagement.

TEACHERS COLLEGE COLUMBIA UNIVERSITY

JANICE JACKSON, CHIEF EXECUTIVE OFFICER, CHICAGO PUBLIC SCHOOLS, CAHN FELLOW 2014

"Chicago's principals positively impact the lives of hundreds of thousands of Chicago youth every day, which is why it is critical to provide meaningful development opportunities to empower and grow our school leaders."

"Opportunities like the Cahn Fellows Program create a space for school leaders to grow and learn from top experts so they continue to drive change in their communities throughout Chicago."

DAVID BROOKS, AMERICAN POLITICAL AND CULTURAL COMMENTATOR WRITING FOR THE NEW YORK TIMES

"Researchers from the University of Minnesota and the University of Toronto studied 180 schools across nine states and concluded, 'We have not found a single case of a school improving its student achievement record in the absence of talented leadership.'

What do principals do? They build a culture. Researchers from McKinsey studied test scores from half a million students in 72 countries. They found that students' mind-sets were twice as powerful in predicting scores as home environment and demographics were. How do students feel about their schooling? How do they understand motivation? Do they have a growth mind-set to understand their own development?

These attitudes are powerfully and subtly influenced by school culture, by the liturgies of practice that govern the school day: the rituals for welcoming members into the community; the way you decorate walls to display school values; the distribution of power across the community; the celebrations of accomplishment and the quality of trusting relationships."

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**DAVID BROOKS, AMERICAN POLITICAL AND CULTURAL COMMENTATOR
WRITING FOR *THE NEW YORK TIMES* CONT.**

"Principals set the culture by their very behavior – the message is the person. Research suggests that it takes five to seven years for a principal to have full impact on a school, but most principals burn out and leave in four years or less. Chicago has one of the highest principal retention rates of any large urban system, 85 percent. Principals are given support, training and independence. If you manage your school well for a couple of years in a row, you are freed from daily oversight from the central office. But the big thing is transforming the role. Principals used to be administrators and middle managers, overseeing budgets, discipline, schedules. The goal was to be strong and decisive."

WALLACE FOUNDATION

"A particularly noteworthy finding is the empirical link between school leadership and improved student achievement."

DAVID LEONHARDT, "WANT TO FIX SCHOOLS?" *THE NEW YORK TIMES*

"But principals can make a real difference. Overlooking them is a mistake – and fortunately, they're starting to get more attention. The federal education law passed in 2015, to replace No Child Left Behind, puts a new emphasis on the development of principals."

"The national debate is all screwed up," Rahm Emanuel, Chicago's former mayor, told me. "Principals create the environment. They create a culture of accountability. They create a sense of community. And none of us, nationally, ever debate principals."

**ALBERTO M. CARVALHO, SUPERINTENDENT OF SCHOOLS, DISCUSSING
THE VALUE OF THE CAHN FELLOWS PROGRAM FOR THE MIAMI-DADE
SCHOOL DISTRICT**

"In retaining talented high-performing principals and creating a pipeline of aspiring leaders, this fellowship seeks to strengthen urban public school systems by providing professional, intellectual and personal growth experiences for outstanding principals and teacher leaders."

THE CAHN FELLOWS PROGRAMS

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THE CAHN FELLOWS PROGRAMS

OUR CITIES

Since 2003, we have delivered our program to high-performing principals in New York City. In recent years, we have added participation from principals and aspiring leaders in Chicago, Dallas, San Antonio, Denver, Aurora, Atlanta, Tampa, and Miami. We expanded our program in order to provide participants with nationwide networking, intercity school visitations and the opportunity to gain perspectives from other school districts in solving challenging issues. The Los Angeles and Clark County Public School Districts will be joining our program in the future.

TEACHERS COLLEGE COLUMBIA UNIVERSITY

2020-2021 COHORT

The Cahn Fellows Programs combine curriculum and cohort development with demonstrated results. Research shows that Cahn principals stay in their roles longer than their peers, receive higher school Quality Review ratings, and improve student outcomes in math, ELA and student attendance. Since 2003, 915 principals and aspiring leaders have participated in the Cahn Fellows Programs.

45

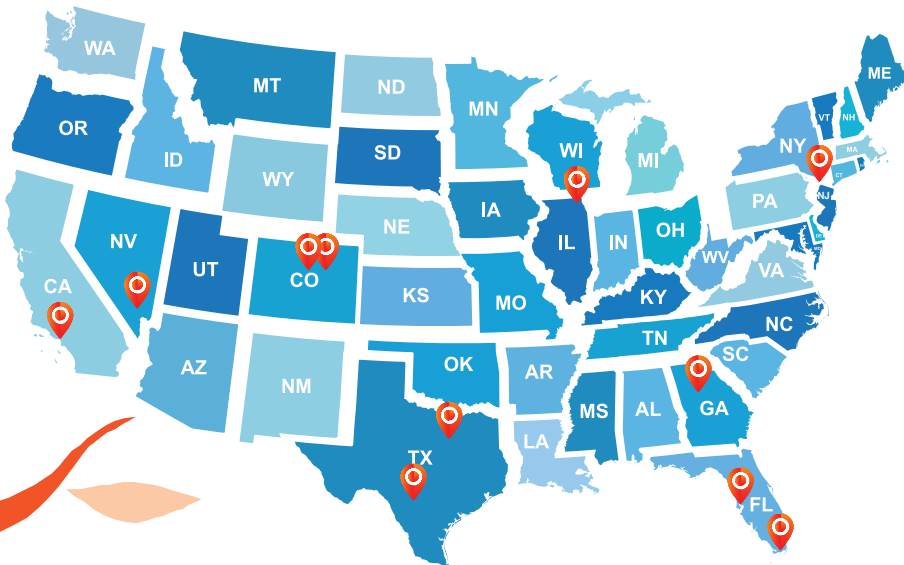
FELLOWS

45

ALLIES

8

CITIES



2 cities in California and Nevada are coming soon

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THE LEADERSHIP CHALLENGE

Cahn Fellows (principals) and Allies (aspiring school leaders) are asked to identify a leadership challenge they are facing in their schools. The challenge should be one that, when effectively addressed, will have a positive impact on student achievement. This focus on real challenges and with measurable results within our model allows the Cahn principals to more readily apply academic research to practice and take an active approach to their learning.

Once the challenge has been identified, the Cahn principals are asked the following questions:

- What evidence can you point to that the challenge exists? What are the present-day indicators?
- Why do you think this challenge exists? Potential hypotheses?
- If you were successful in addressing your challenge, what changes would you observe in your school? What would visitors to your school see?
- How is this work impacting or changing you as a school leader?

Cahn Fellows are asked to set qualitative and quantitative benchmarks to help them measure their progress against their stated challenge. At each step, they submit a self-reflection.

>300,000

TOTAL NUMBER OF STUDENTS IMPACTED BY CAHN FELLOWS OVER THE LAST TWO YEARS

THE DISTINGUISHED PRINCIPALS PROGRAM

The yearlong intensive schedule of advanced professional development for leaders begins with the identification of school level leadership challenges and ends with presentations of findings at our Annual Leadership Conference 12 months later. We provide a sequence of study that challenges our leaders to grow professionally and personally and to learn to build capacity. At the outset, principals (Fellows) identify an aspiring leader from their school (Ally) whose learning during the year is designed to build capacity.

Fellows and Allies participate in monthly study sessions during the year with a core leadership curriculum that focuses on adult development, systems change, adaptive leadership, equity, diversity and inclusion. Throughout the course of the year-long study and research-based curricula from Teachers College faculty, Fellows will learn from leadership experts and Cahn Alumni Advisors. Topics include information such as school culture and climate, data inquiry, neuroscience of leadership, 360 assessment, effective communication, and organizational change.

During their weekends together, Fellows and Allies work on analyzing the authentic school level problem of practice with support from our Alumni Advisors and Faculty. These study sessions offer a deeper dive into data inquiry and systems change theory.



Photo credit: Bruce Gilbert

Richard Carranza, *The New York City Schools Chancellor of the New York City Department of Education, Keynote Speaker at the Cahn Fellows' June 2019 Leadership Conference*

ANNUAL LEADERSHIP CONFERENCE

At our Annual Leadership Conference, Cahn Fellows and Allies from across the country present their research, evidence and outcomes from the lens of their leadership journey.

THE ALUMNI PROGRAM

As the Cahn Fellows Programs look to the future, we are committed to the engagement of the Alumni through the expanding of alumni programming in each city with support from the Advisory Councils, the deepening of local relationships in each partner city, hosting annual national Cahn Fellows Conferences, and expanding program content through the creation of webinars.

THE WEST COAST PROGRAM

The West Coast Program will be added to our organization in the future.

THE PROGRAM FOR 3-4 YEAR PRINCIPALS

Our goal for this program is to build capacity designed for 3-4 year principals needing technical leadership development. Participants who complete this one year program and who go on to complete the 5 year requirement will be given priority when applying to the Cahn Fellows Program for distinguished principals.

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THE CAHN FELLOWS PROGRAMS

PROGRAM STAFF

TEACHERS COLLEGE COLUMBIA UNIVERSITY

LISA A. SAHULKA
National Director

Ms. Sahulka joined the Cahn Fellows after a role as COO at The Southern Poverty Law Center. Ms. Sahulka served as CFO for the Juvenile Welfare Board (JWB) of Pinellas County, FL. She is a career-long proponent of administrative effectiveness in mission-driven enterprises. During more than 15 years with JWB, she developed infrastructure and processes supporting some 60 external programs serving thousands of children each year. Prior to moving to Florida, she served in positions with CARE, Covenant House and the Jacob Riis Settlement House. She also served as an adjunct professor at Eckerd College in St. Petersburg, FL, and served abroad at Casa Alianza in Antigua, Guatemala, and the International English Schools in London. She earned her Master's Degree in Public Administration from Columbia University's School of International and Public Affairs.

BARBARA MCKEON
Program Director

Dr. McKeon has been instrumental in developing curriculum for the Cahn Fellow expansion. She earned a Bachelor's Degree in Anthropology from Rutgers University, a Master's in Communication Disorders from the University of Vermont, and a Doctorate in Education Leadership, Management and Policy from Seton Hall University. She has written and been featured in numerous articles and has spoken extensively both nationally and internationally on topics in education including improving school culture, school turnaround, aspiring leadership, building relational trust and integrating restorative practices. Dr. McKeon developed language-intensive programs for various public middle and high schools and has conducted numerous workshops on the developing adolescent. Her interests are in equity, transitions that impact students and social-emotional learning. She has held adjunct professorships at Pace, Brooklyn College and the University of Vermont and is a Cahn Fellow.

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OUR FACULTY

ELEANOR DRAGO-SEVERSON

Professor of Education Leadership and Adult Learning & Leadership

A developmental psychologist, Dr. Drago-Severson is director of TC's Ph.D. Program in Education Leadership, teaches aspiring and practicing principals in TC's Summer Principal Academy and aspiring superintendents in the Urban Education Leaders Program, and also coaches Fellows and Allies in the Cahn Fellows Program.

She is author of the best-selling books *Helping Teachers Learn: Principal Leadership for Adult Growth and Development* (Corwin, 2004) and *Leading Adult Learning: Supporting Adult Development in Our Schools* (Corwin/The National Staff Development Council, 2009) – as well as *Becoming Adult Learners: Principles and Practices for Effective Development* (Teachers College Press, 2004) and *Helping Educators Grow: Practices and Strategies for Supporting Leadership Development* (Harvard Education Press, 2012). She is also a co-author of *Learning for Leadership: Developmental Strategies for Building Capacity in Our Schools* (Corwin, 2013), *Learning Designs: Reach the Highest Standard in Professional Learning* (Corwin, 2014), and *Tell Me So I Can Hear You: A Developmental Approach to Feedback for Educators* (Harvard Education Press, 2016)

CAROLYN RIEHL

Associate Professor of Sociology & Education Policy

Dr. Riehl's research reflects a broad concern for how schools can be organized and administered so that they are lively, humane, equitable, and productive settings for learning and accomplishment for both teachers and students, especially students who traditionally have been poorly served by schooling. Her research has clustered around three general themes: studies of school organization, studies of the practice of school administration and leadership, and scholarship on research. Issues of diversity and equity stretch across all three clusters.

Her recent and current research projects include a field study of teachers' instructional planning and use of student performance data in elementary schools (funded by the Spencer Foundation) and a study of civic collaborations for education reform, sometimes known as "collective impact" initiatives (funded by The Wallace Foundation).

JEFFREY YOUNG

Professor of Practice in Education Leadership

Dr. Young is the Co-director of TC's Urban Education Leaders Program (UELP), an Ed.D. program for aspiring district leaders and school superintendents. Before joining the faculty at TC, Dr. Young served as Superintendent of Schools in Cambridge, MA, from 2009–2016, following terms as Superintendent in Newton, Lexington and Lynnfield, MA. Dr. Young was a member of the Adjunct Faculty at the Boston University School of Education. He has been recognized by the Massachusetts Association of School Superintendents with the President's Award; Brandeis University with the Levitan Award for Leadership; and the Cambridge NAACP with the Martin Luther King, Jr. Award to provide an effective, innovative education to ALL of Cambridge's children regardless of race or class.

BRIAN PERKINS

Associate Professor of Practice in Education Leadership

Dr. Brian K. Perkins is the Director of the Urban Education Leadership Program at Columbia University Teachers College Department of Organization and Leadership. In the past two years, Dr. Perkins has reorganized the UELP under a dynamic new conceptual framework. He also directs the Superintendent's Work Conference (started in 1941) at Teachers College. He is the former Chair and Professor of Education Law and Policy at Southern Connecticut State University in New Haven, Connecticut. As Chair, Dr. Perkins successfully led his department through the licensure of the university's first doctoral program and full NCATE accreditation. Dr. Perkins is a distinguished Yale alumnus and was named a Timothy Dwight Fellow in 2004. He was a member of the research faculty at the Yale University School of Medicine. He has served as a consultant to school districts throughout the U.S., Brazil, the People's Republic of China and the Republic of South Africa. Dr. Perkins is a visiting professor at the University of Pretoria in South Africa. Dr. Perkins is the host of his own Internet radio show, The Perkins Platform, which is a monthly forum on education leadership topics with thousands of listeners. Dr. Perkins was the President of the New Haven (CT) Board of Education where he served for 11 years. He also served for four years on the Board of Directors of the National School Boards Association. Dr. Perkins served two terms as national chair for CUBE: Council of Urban Boards of Education and was the chair for the National Black Caucus of School Board Members. Dr. Perkins was also the national chair of the Leadership for Healthy Communities initiative of the Robert Wood Johnson Foundation. Dr. Perkins is the author of several published articles and book chapters and serves as the Principal Investigator and Author of *Where We Learn* (2006), *Where We Teach* (2007) and *What We Think* (2008) – the largest studies on urban school climate in the history of public education.

THE CAHN FELLOWS PROGRAMS

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Rhonda Perry
Principal, M.S. 255 Salk School of Science, New York (Fellow 2013)

Tara Shelton
Principal, South Loop Elementary School, Chicago (Fellow 2012)

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Director, Education Programs, Corporate Citizenship & Corporate Affairs, IBM Corp.

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President of the Curriculum Division for Sussman Education Company

Frank Trainer
Retired, Chief Investment Officer Fixed Income with Sanford C. Bernstein & Co., Inc.

“If you find a school that’s working well, there’s a good principal running it.”

—Chuck Cahn

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THE ALUMNI ADVISORS

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AILENE ALTMAN MITCHELL, New York, Cahn Fellow 2012
Principal, The Park Slope Education Complex at Middle School

Ailene's core belief is that students learn best in an intimate setting with personalized, blended learning attuned to their needs and strengths.

ROBERT BHOOLAI, Tampa, Cahn Fellow 2019
Principal, T.R. Robinson High School

Robert believes every student deserves the right to an education, but more importantly, that they deserve to have a voice in it as well.

ANNA CANO AMATO, New York, Cahn Fellow 2015
Program Coordinator, Cahn Fellows Programs

Anna retired from her position as Principal of P.S. 110 in Brooklyn in February 2020 after 36 years of service in the New York City Department of Education.

MARIBEL DOTRES, Miami, Cahn Fellow 2019
Principal, Palm Springs North Elementary Community School

As a school leader, Maribel believes that the most important contribution she can make is to ensure that she develops future leaders committed to diversity and inclusion.

SHEILA DURANT, New York, Cahn Fellow 2014
Retired Principal

Sheila entered the CUNY system following her NYC public education and earned a Master's degree in special education from Hunter College and an Administrative Diploma in School Administration from the City College of New York.

LISA EPSTEIN, Chicago, Cahn Fellow 2017
Principal, Lee Elementary

Lisa has been a proud and enthusiastic leader of the Chicago Public Schools for 25 years - serving in culturally and intellectually diverse neighborhoods.

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FRANKLIN HEADLEY, New York, Cahn Fellow 2018

Principal and Founder, VOICE Charter School

In 2016, Frank was named by the *Kennedy Family and Schools That Can*, the Robert F. Kennedy Urban Educator of the Year.

REGINALD HIGGINS, New York, Cahn Fellow 2016

Principal, P.S. 125

Reggie Higgins has served as principal of P.S. 125, the Ralph Bunche School in Manhattan since 2011.

JAMIE LOFARO, Denver, Cahn Fellow 2018

Colorado Advisory Council Member, Cahn Fellows Programs

Jamie is the former principal of The Career Education Center Early College in Denver.

JOSHUA LONG, Chicago, Cahn Fellow 2016

Principal, Southside Occupational Academy

Joshua firmly believes that all students are entitled to a coordinated, well-executed, tiered educational program.

ALENE MASON, Chicago, Cahn Fellow 2018

Principal, Scott Joplin Elementary School

Alene's career in education is fueled by her vision to help transform and change the lives of others.

CRYSTAL MAYFIELD JONES, Atlanta, Cahn Fellow 2018

Principal, Beecher Hills Elementary

Crystal has been principal of Beecher Hills Elementary in Atlanta since 2009.

NICHOLAS MAZZARELLA, New York, Cahn Fellow 2016

Retired Principal

Nicholas was the principal of the Brooklyn College Academy.

KATHY MOLONEY, New York, Cahn Fellow 2009

Retired Principal

Kathy retired as the principal of P.S. 100, the Coney Island School.

MOSES OJEDA, New York, Cahn Fellow 2017

Principal, Thomas A. Edison Career & Technical Education (CTE) High School

Moses has dedicated nearly 25 years at Thomas Edison as a student, teacher, Assistant Principal and Principal.

RACHEL PAYNE, Denver, Cahn Fellow 2018

Operational Superintendent, Denver Public Schools

Rachel has previously served in the role of principal of a K-8 school, an instructional coach, and an elementary and secondary classroom teacher.

SHELLY POWELL, Atlanta, Cahn Fellow 2019

Principal, Daniel McLaughlin Therrell High School

As a passionate advocate for children, Shelly sees education as the key to unlocking future economic and personal opportunities for all scholars.

MARGARET RUSSO, New York, Cahn Fellow 2008

Principal, P.S. 160

Margaret has been the principal of P.S. 160 in Brooklyn since 2003.

EVITA SANABRIA, New York, Cahn Fellow 2014

Principal, P.S. / I.S. 127

Evita has been working for the New York City Department of Education for past 28 years where she began her career as a paraprofessional.

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SCOTT SAPERSTEIN, Miami, Cahn Fellow 2019

Principal, Ruth K. Broad Bay Harbor K-8 Center

Scott previously served as the Principal of Virginia A. Boone Highland Oaks Elementary and as the Assistant Principal at Aventura Waterways K-8 Center.

REBECCA SARGABLE, Tampa, Cahn Fellow 2018

Principal, Collins Elementary School

Rebecca served as principal of Lanier Elementary School from 2012-2015 and has served as the principal of Collins Elementary School in Tampa, Florida since 2015.

TARA SHELTON, Chicago, Cahn Fellow 2012

Principal, South Loop Elementary School

Tara attributes her school's outstanding success to its dedicated, hard-working teachers and staff members. Tara serves as a board member for our program.

NANCY SING-BOCK, New York, Cahn Fellow 2005

Retired Principal

Nancy retired as principal of P.S. 51 in District 2, Manhattan.

FEMI SKANES, Chicago, Cahn Fellow 2016

Principal, Al Raby School for Community & Environment

To achieve this success, Femi believes in a model that supports collaboration and teacher leadership development.

JONATHAN SMITH, Dallas, Cahn Fellow 2018

Principal, David W. Carter High School

Under his transformational leadership and campus turnaround model, schools at all levels have been recognized on the local, state and national level.

STACY STEWART, Chicago, Cahn Fellow 2016

Principal, Belmont-Cragin School

Since becoming principal of Belmont-Cragin in 2010, Stacy has worked diligently to improve the quality of teaching and learning.

CHRISTINA TETTONIS, New York, Cahn Fellow 2007

Principal, Hellenic Classical Charter School

Christina is honored to be Principal of the Hellenic Classical Charter School since 2007.

LILY DIN WOO, New York, Cahn Fellow 2003

Retired Principal

Lily was one of the 16 principals in the first cohort of the Cahn Fellows Program for Distinguished Principals 2003. She served as the principal of PS 130 Manhattan, District 2, for 25 years before retiring in August of 2014. She subsequently went on to serve as the program director of the Cahn Fellows Program from 2014 until her retirement in 2018.

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James Miller

Pat Porter

Ginger Sager

WEST COAST ADVISORY COUNCIL

Steve Dolcemaschio
Former Chief Operating
Officer, Comcast
Entertainment Group

THE CAHN FELLOWS PROGRAMS

OUR APPROACH

The Cahn Fellows Core and Responsive curricula are designed to build leadership skills with instruction in Adult Development, Action Inquiry and current educational topics. Each Fellow is assigned an Alumni and Faculty Advisor team who act as mentor and coach through the research, report writing and project delivery phases. Networking opportunities with principals and Alumni Advisors across the country create a cycle of career-long support.

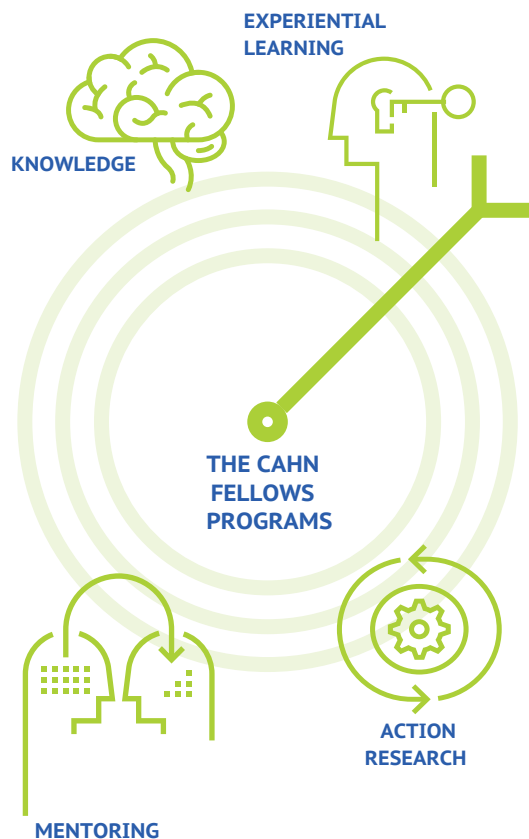
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THE LEARNING CYCLE

KNOWLEDGE

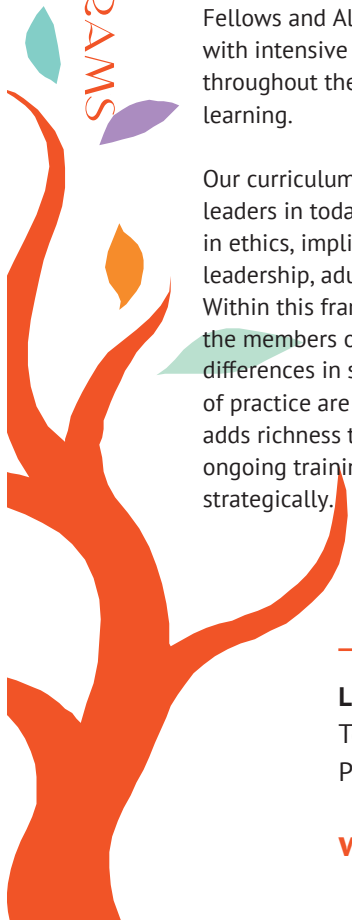
Fellows bring a wealth of knowledge about education and school leadership, which is shared with and enhanced by a nationwide group of distinguished principals. They exchange various perspectives on problems of practice and offer tested solutions to problems. Each high-performing principal engages in both informational and transformational learning. Fellows and Allies begin their educational journey with intensive instruction followed by study throughout the year as they dive deeper into their learning.

Our curriculum focuses on problems that are faced by leaders in today's society and can include instruction in ethics, implicit bias, emotional leadership, adaptive leadership, adult development and systems thinking. Within this framework, knowledge is shared among the members of the cohort who learn that despite differences in size, location and school type, problems of practice are not dissimilar. This knowledge sharing adds richness to the curriculum and facilitates ongoing training in how to think systematically and strategically.



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MENTORING

An important skill for educators is the ability to impart knowledge, advice and resources on an ongoing basis. Our faculty and the Cahn Alumni Advisors act as mentors to the Fellows during and beyond their fellowship year. Together the faculty and Alumni Advisors work with small cohorts of Fellows and Allies in support of their learning, bridging theory and practice. Faculty at Teachers College offer support to complement Alumni Advisors during collegial inquiry sessions. Alumni Advisors have a deep and vast understanding of principalship and of how to coach exemplary principals. Our distinguished principals build capacity by providing mentorship to the Allies they have chosen, offering guidance, motivation, emotional support and role modeling.

ACTION RESEARCH

Leaders in this program use the **action-research framework** in their practice to focus on problems that are of immediate concern. They are taught the cyclical process of planning, observing, acting and reflecting and develop research projects that connect to their yearlong learning. In doing so, the Fellows and Allies develop a theory of change they want to implement in their school and use data to implement a systematic plan that leads to measurable results. During this process, Fellows and Allies examine exemplary projects from Alumni, learn how to frame a challenge question, gather evidence to support their project and develop teams within their schools that will engage in the yearlong work. This work culminates in the final learning activity, a project that is presented to the larger educational community.

EXPERIENTIAL LEARNING

The first activity that the Fellows engage in is a battlefield experience in Gettysburg. Here instructions delivered by Licensed Battlefield Guides place our Fellows in the role of Gettysburg soldiers and leaders as they walk the grounds and analyze the decisions made and the initiative taken by officers and men of the North and South. Lessons around communication and empowerment are core elements of how leaders make decisions, and our Fellows experience that directly at Gettysburg. Our Fellows experience their personal leadership style during a collaborative problem-solving activity that requires creativity, rapid decision making and team building to be successful in the task.

Practical experience also takes the form of a yearlong problem of practice identified at the outset of the program. Fellows and Allies undertake an inquiry project in their home schools as a way to embed the skills they are learning and to bring their professional work into the learning experience. These projects are framed as “inquiry” to keep the spotlight on how principals develop themselves and improve their schools through action research.



THE CAHN FELLOWS PROGRAMS

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TEACHERS COLLEGE COLUMBIA UNIVERSITY

“I have found the supportive nature of our group to be truly energizing. We are comrades: we trust each other; we admire and respect each other; we inspire each other. The Cahn Fellowship was the best professional growth opportunity I’ve had. I’m a more relaxed person and a more visionary leader.”

– Jamie Lofaro, Retired Principal, CEC Early College, Denver, Colorado, Cahn Fellow 2018, Advisory Council Member

MEET THE AURORA AND DENVER FELLOWS

2020-2021 Cohort

Jennifer Dichter - Aurora
Vaughn Elementary School

Blake Hammond - Denver
Marie L. Greenwood Academy

Shane Knight - Denver
Knapp Elementary School

Sheldon Reynolds - Denver
Center for Talent Development at Greenlee

Heather Stewart - Aurora
Montview Elementary

2019-2020 Cohort

Amy Gile - Denver
High Tech Elementary (HTES)

Karen Powell - Denver
Montebello Career and Technology High School (MCT)

Kurt Siebold - Denver
Slavens K-8 School

Leticia Jara-Leake - Denver
Steck Elementary School

Sandra Just - Denver
Contemporary Learning Academy

COLORADO:

Denver joined the Cahn Fellows network in 2018. Since then, 5-6 Fellows and 5-6 Allies from Colorado have participated each year. Aurora joined the Cahn Fellows network in the 2020-2021 year.

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TEACHERS COLLEGE COLUMBIA UNIVERSITY

“With proven effectiveness in retaining talented high-performing principals and creating a pipeline of aspiring leaders, this fellowship seeks to strengthen urban public school systems by providing professional, intellectual and personal growth experiences for outstanding principals and teacher leaders.”

– Alberto M. Carvalho,
Superintendent of Schools

MEET THE MIAMI FELLOWS

2020-2021 Cohort

Kisa Humphrey
Kinloch Park Elementary

Yecenia Martinez
Bob Graham Education Center

Rodolfo Rodriguez
Kenwood K-8 Center

Kevin Williams
Norwood Elementary

2019-2020 Cohort

Cynthia Hanna
Arcola Lake Elementary School and Thena
Crowder Early Childhood Center

Maribel Dotres
Palm Springs North Elementary School

Martin Reid
Arthur and Polly Mays Conservatory of the Arts

Scott Saperstein
Ruth K. Broad Bay Harbor K-8 Center

MIAMI:

Miami joined our program in 2019 and since then 4 Fellows and 4 Allies have participated each year.

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TEACHERS COLLEGE COLUMBIA UNIVERSITY

“The Cahn Fellows Program supported my development by identifying my focus areas and requiring me to concentrate efforts on how to impact all our school’s stakeholders. I have developed genuine professional and personal relationships with dynamic leaders across the nation. I will rely on the reflective practices we utilized for the remainder of my professional career.”

— Rebecca Sargable,
Principal, Collins
Elementary School,
Riverview, Florida.
Cahn Fellow 2018

MEET THE TAMPA FELLOWS

2020-2021 Cohort

Amber Cronin
Pizzo K-8 School

Melanie Hill-Anderson
Bing Elementary School

Catherine Lennard
Stowers Elementary School

Rachel Walters
Tinker K-8 School

2019-2020 Cohort

Gary Brady
Hillsborough High School

Jake Russell
Chamberlain High School

Robert Bhoollai
T.R. Robinson High School

Ronald Mason
Ben Hill Middle School

TAMPA:

Tampa joined our program in 2018 with 2 Fellows and 2 Allies and since then a similar number of Fellows and Allies have participated each year.

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TEACHERS COLLEGE COLUMBIA UNIVERSITY

“The time shared with the other principals afforded me the opportunity to see and learn more than I would have been able to do alone, which in the end embodies the true definition of fellowship: to work, learn and have experiences with those of like mind.”

– Crystal Mayfield Jones,
Principal, Beecher Hills
Elementary, Atlanta,
Georgia. Cahn Fellow
2018

MEET THE ATLANTA FELLOWS

2020-2021 Cohort

Timothy Jones
The B.E.S.T. Academy 6-12

Zawadaski Robinson
Forrest Hill Academy

Kara Stimpson
J.C. Young Middle School

Margul Woolfolk
M. Agnes Jones Elementary School

2019-2020 Cohort

Audrey Sofianos
Morningside Elementary School

Brent McBride
Jackson Elementary School

Sharyn Brisco
Mary Lin Elementary School

Shelly H. Powell
Daniel McLaughlin Therrell High School

ATLANTA:

Atlanta joined our program in 2018 and since then 4 Fellows and 4 Allies have participated each year.

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TEACHERS COLLEGE COLUMBIA UNIVERSITY

“Gaining new understandings and insights about the principalship with top-notch professors and presenters has revolutionized my role as a school leader. The Cahn experience is a must for all school leaders looking to invigorate, renovate and rekindle their passion and commitment to impacting students’ lives!”

– Carmen Navarro,
Principal, Mariano
Azuela Elementary
School, Chicago,
Illinois. Cahn Fellow
2016

MEET THE CHICAGO FELLOWS

2020-2021 Cohort

Javier Arriola-Lopez

Rachel Carson Elementary

Kia Banks

John H Vanderpoel Elementary Magnet School

Mary Beck

Nicholas Senn High School

Tonya Hammaker

David G Farragut Career Academy High School

Alberto Juarez

Joseph E Gary Elementary School

Yasmeen Muhammad-Leonard

Louis Nettelhorst School

Sharnette Sims

Consuella B York Alternative High School

Charles Smith

Infinity Math Science and Technology High School

CHICAGO:

Chicago joined our program in 2012 and we have gradually built participation to 8 Fellows and 8 Aspiring Leaders each year.

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OUR FELLOWS | THE CAHN FELLOWS PROGRAMS



“The Cahn Fellowship has given me the rare opportunity to analyze and dig deep into my strengths and weaknesses/growth areas as a leader. Through professional development, collegial relationships that have been developed, and deep dive into personal action-based inquiry projects, I am learning how to become a better and stronger leader for my school, staff, students and community, optimizing with purpose on my strengths and improving my areas of growth.”

– Catherine Plocher
Principal, Augustus H.
Burley Elementary
School, Chicago,
Illinois. Cahn Fellow
2017

2019-2020 Cohort

Antonio Acevedo

John Greenleaf Whittier Elementary School

Carolyn Jones

Perkins Ball Elementary School

Fernando Kim

Frank W. Gunsaulus Elementary Scholastic Academy

Georgia Davos-Vetas

Newton Bateman Elementary School

Kelly Thigpen

Burnside Elementary Scholastic Academy

Marilou Rebolledo

Andrew Jackson Language Academy

Terrycita Perry

Arthur Dixon Elementary School

Wayne J. Bevis

Robert Lindblom Math & Science Academy High School

“The Cahn Fellowship has given me a new sense of purpose after being principal for eight years at the same school. The professional development has been some of the best I have received throughout my career. From each session, I have gained valuable insight that I have implemented immediately back at my school. The testimonies from Fellows and Allies provide me a resource bank of effective and proven practices that I have taken back to my school for immediate development and implementation.”

– Jeff Dase, Former Principal of
Edward Coles Language Academy,
Chicago, Illinois. Currently Assistant
Superintendent of Teaching and Learning,
Decatur School System, Decatur, Georgia.
Cahn Fellow 2015

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TEACHERS COLLEGE COLUMBIA UNIVERSITY

“The Cahn Fellows Program provided me with rich intellectual, practical, and collegial support. The experience stands alone in my 26-year career as a professional learning experience that had a lasting positive impact on my practice, my results, and my professional relationships. It truly is a model.”

– Giulia Cox,
Principal, M.S. 118
Bronx, New York.
Cahn Fellow 2006

MEET THE NEW YORK CITY FELLOWS

2020-2021 Cohort

Anthony Cosentino

P.S. 21 Margaret Emery-Elm Park

Dora Danner

P.S. 234

Ana De Jesus

Queens High School for the Sciences
at York College

Maria Della Ragione

P.S. 230 Doris L. Cohen

Melissa Donath

P.S. 022 Graniteville

Doreen Esposito

P.S. 290 Manhattan New School

Renny Fong

P.S. 130 Hernando De Soto

Jessica Geller

P.S. 166 Henry Gradstein

NEW YORK CITY:

In 2003, New York City became the first city to join our program. Since then we have selected a large group of Fellows and Allies into our program. In recent years, 40 principals and aspiring leaders have participated.

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“The Cahn Fellows Program is a wonderful opportunity to work side by side with the best educational leaders in the city and to share ideas and concerns. It extends your vision beyond the school building.”

– Carmen Fariña,
Former New York City
School Chancellor

“The best professional development I received in my 30 years at the DOE. The Cahn Fellows Program assisted me in moving my school from good to great.”

– Alan D. Cohen, Former
Principal, P.S. 69 –Journey
Prep, Bronx, New York.
Currently Co-Chair of the
Harvard Principal Center
Advisory Board. Cahn
Fellow 2006

“Strong principals are the best lever for student success. Research tells us that elementary schools with strong leaders are seven times more likely to improve in math and nearly four times more likely to improve in reading. What’s more, principal leadership accounts for 25 percent of the total school influence on a child’s academic performance.”

-The Chicago Public Education
Fund.

Robert Gentile
High School for Health
Professions and Human
Services

Amy Hom
P.S. 001 Alfred E. Smith

Asya Johnson
Longwood Preparatory
Academy

Doris Lee
Village Academy

Raquel Nolasco
Hillside Arts & Letters
Academy

Karen Polsonetti
Manhattan Business
Academy

Paul Proscia
P.S. 023 Richmondtown

Thomas Rochowicz
Washington Heights
Expeditionary Learning
School

Theresa Ruyter
Battery Park City School

Danielle Salzburg
Frank McCourt High School

2019-2020 Cohort

Allison Persad
The Young Women’s Leadership
School of Astoria

Arelis Parache
P.S. 123 Suydam

Berena Cabarcas
International Community High
School

Brett Schneider
Bronx Collaborative High School

Debra Cassidy
P.S. 24 Andrew Jackson

Eric L. Blake
Science, Technology and Research
Early College High School at
Erasmus

Erika Hurtado-Valentino
Bronx Aerospace High School

Fia Davis
Pathways College Preparatory
School: A College Board School

Frank Hernández
P.S. 049 Willis Avenue

Grisel Rodriguez
P.S. 82Q The Hammond School

José Jiménez
ACE Academy for Scholars at the
Geraldine Ferraro Campus

James E. Brown
P.S. 297 Abraham Stockton School

Kenneth Zapata
I.S. 075 Frank D. Paulo

Luis Torres
P.S. 055 Benjamin Franklin

Michelle Verdiner
Teachers College Community
School (TCCS)

Melissa Compson
Queens Explorers Elementary
School

Melissa Rodriguez
P.S. 140 Nathan Straus

Monica Berry
P.S. 87 William Sherman

Samantha B. Maisonet
P.S. 151 Mary D. Carter

Sandy Manassis
New Visions Charter High School for
Advanced Math and Science II

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TEACHERS COLLEGE COLUMBIA UNIVERSITY

OUR FELLOWS | THE CAHN FELLOWS PROGRAMS

“The Cahn Fellows Program afforded me the space to gain foresight, hindsight and insight into the leadership skills necessary to transform the educational experiences for future generations. Unforgettable in every way.”

— Jonathan Calvin
Smith, Principal,
David W. Carter High
School, Dallas, Texas.
Cahn Fellow 2018

MEET THE DALLAS FELLOWS

2020-2021 Cohort

Sandra Barrios
Jack Lowe Sr. Elementary

Julie Singleton
Central Elementary

2019-2020 Cohort

Diana Nunez
W.H. Adamson High School

Juan Cordoba
Thomas J. Rusk Middle School

Sonia Loskot
David G. Burnet Elementary

DALLAS:

Dallas joined our program in 2018 and since then about 2-4 Fellows and 2-4 Allies have participated each year.

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TEACHERS COLLEGE COLUMBIA UNIVERSITY

“Cahn Fellows help train and revitalize the best principals in our school system – our children deserve it and our business community must have it for the Texas economy to continue to succeed.”

– Bill Albers
Cahn Fellows
Board Member
and Dallas
Advisory
Council Lead

MEET THE SAN ANTONIO FELLOWS

2019-2020 Cohort

Marco Morales

J.T. Brackenridge Elementary School

Moises Ortiz

Sidney Lanier High School

SAN ANTONIO:

San Antonio joined our program in 2019 with 2 Fellows and 2 Allies.

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WE THANK OUR SUPPORTERS OVER THE LAST FIVE YEARS

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Mr. Bill Albers
American Charities
Anonymous Family Foundation
Apple, Inc.
The Bruce Barfield Charitable Fund
Bindler Family Foundation
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Mr. Kevin Brine
Ms. Laurie Brown
Causecast Foundation
The Charles Butt Foundation
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Chicago School Alumni Association
Children First Fund
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The Council of School Supervisors and
Administrators
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The Bruce and Vicki Heyman Family
The High School Principals Association
The Jewish Federation of Metropolitan Chicago
The Kronthal Family Foundation Philanthropy Fund
The Hillsborough Education Foundation
The Holdsworth Center
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