



The Sage Colleges

Department of
Educational Leadership



Message from Jerry Steele, EDL Chair

In 1977 Robert K. Greenleaf, in his book *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*, discusses leadership as a means of service to others. He based his thinking on Herman Hesse's *The Journey to the East* (1956), where we meet the humble servant Leo. Leo, the humble servant, assists a group of men as they make their journey to the east, but it is not until the end of the story that Leo's true identity is revealed. In writing about Leo, Greenleaf points out that "the servant-leader is servant first, it begins with a natural feeling that one wants to serve, to serve first, as opposed to, wanting power, influence, fame, or wealth" (p. 27). What kind of leader do we want working in our school districts? What kind of leader do we want working in our institutions of higher education? What kind of leader do we want developing education policy?

On Saturday, May 11, 2019, the Department of Educational Leadership at the Sage Colleges will confer upon 33 candidates their Doctor of Education degree marking ten years of this program. With the combined programs in Albany and New York City, there are now 193 graduates of the Doctoral Program in Educational Leadership who are making their mark as Assistant Principals, Principals, Superintendents, District Superintendents, Central Office Leaders, leaders in Higher Education, Researchers, Lecturers and Professional Developers. They are having conversations challenging the issues of our day including equity and access, collaboration, diversity, racism, parent engagement, educational organizational structure, accountability and much more. By confronting these challenges, these leaders are taking risks.

David Whyte in *Crossing the Unknown Sea; Work as a Pilgrimage of Identity* (2001), stated:

What we have to confront in the present workplace is the reluctance to engage in conversations that really invite the creative qualities hidden deep inside each human being. It is a reluctance born of the knowledge that by inviting creativity and

passion, the organization must also make room for fear and failure. (p. 237)

In starting these conversations, we must know not only what questions to discuss, but the right questions to discuss. Leaders are making decisions every day that affect the lives of children. As leaders, we must be willing to take the risks necessary to ensure that the children and the communities we serve are provided with opportunities to reach their potential. Warren Bennis, in *On Becoming a Leader* (2009), thoroughly discussed the concept of knowing who you are as a leader. I would venture to say that, given the nature of our work as educational leaders, we should think of ourselves as "servant-leaders" first.

Congratulations to all members of Cohort 10 (Albany) and Cohort 4 (NYC) upon being conferred with the title Doctor of Education, and as "servant leaders," do not seek "power, influence, fame or wealth," but rather humbly make a difference in the world you touch.

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April 2019 School Safety Summit



Hochsprung Center News



School Safety Summit

Saturday, April 20, 2019, was the twentieth anniversary of the Columbine tragedy. A child born on that day would now be in college and throughout their entire time in school they experienced what no other generation of American children have endured, school shootings.

On Wednesday, April 17, 2019, the Dawn Lafferty Hochsprung Center for the Promotion of Mental Health and School Safety, hosted a School Safety Summit at the Armory on the Albany campus of the Sage Colleges. Through the efforts of Dr. Lisa Patierne, Principal of Ravena Coeymans High School and a graduate of the Sage Doctoral Program in Educational Leadership, this Summit was co-sponsored by the Ravena Coeymans Selkirk Central School District and the New York State Department of Homeland Security and Emergency Services.

This one-day school summit focused on a holistic approach to school safety including prevention, preparedness, response, and recovery from school violence, such as active shooter incidents. The presentations were made by Sage EDL graduates Dr. Lisa Patierne (Albany Cohort 7) and Dr. Brian Bailey (Albany Cohort 8), Superintendent of Ravena Coeymans Selkirk Central School District; Sgt Craig Vedder, NYS Police; Captain Scott Reichel, NYS Police; Janice Severson, Projector Coordinator of Safe Schools, NYS Police; Johanna Sullivan, Director of Office of Public Safety, NYS Division of Criminal Justice Services; and Renee Rider, Associate Commissioner, Office of School Operations and Management at NYSED.

The most poignant presentation of the day came when former Superintendent of the East Greenbush Central School District

Terrance Brewer and Assistant Superintendent for the Schodack Central School District Michael Bennett shared their experiences of a school shooting at Columbia High School in 2004. Mr. Brewer discussed his role as Superintendent responding to an active shooter incident and Mr. Bennett recounting the fact that he had been shot by the student while attempting to intervene and protect students. Their recollection of the events of that day is still an emotional experience. The lessons learned from that day in East Greenbush were recorded by the New York State Education Department and serve as model for how to respond. Both Mr. Brewer and Mr. Bennett noted that what is most important is the recovery process for students, faculty, parents and the communities.

In the twenty years since Columbine, there have been too many children and young adults who have become victims of school shootings. The Sage Colleges was deeply affected by the tragedy at Sandy Hook Elementary School and the loss of 20 children and six teachers including their Principal, Dawn Hochsprung, a Sage Doctoral student. The School Safety Summit is part of the ongoing commitment of the Dawn Lafferty Hochsprung Center for the Promotion of Mental Health and School Safety, created in her memory, to provide learning opportunities for school districts and law enforcement agencies to work collaboratively to keep our students safe.

To find out more about the Hochsprung Center click this link: [Hochsprung Website](#)





Highlighting Research Into Practice



Dr. Nia Johnson, NYC Cohort IV

Dr. Nia Johnson is the Assistant Principal of Bedford Academy High School in Brooklyn NY. She writes:

After completing the Educational Leadership Doctoral Program at The Sage Colleges, I remain passionate about the need to develop leadership capacity within organizations as an educational reform strategy. Specifically, I am interested in this work with assistant principals (A.P.), as that was my dissertation topic. Through discussions with aspiring leaders, teachers, and coaches, I know that it is imperative that principals embed intentional practices that inspire their A.P.s to share an equal responsibility for both organization and instruction. A.P.s should be provided with specific skills needed to successfully lead their own building. Capacity building does not rest solely on growth possibilities, it is having the ability to provide social justice learning and culturally relevant strategies to enhance or create a culture in which everyone thrives.

For these reasons, I am expanding my work to include professional development (PD) geared toward building leaders. I recently led two seminars with aspiring leaders completing coursework with the College of St. Rose and Center for Integrated Training and Education (CITE) program. Discussions were based on relational trust and team building experiences that forge positive partnerships. I also provided one-on-one coaching support for prospective leaders actively searching for school or district level positions.

Additionally, I am currently in the process of creating a capacity framework to monitor the level of support being provided to individual stakeholders within an organization. The framework can be used as a tool for school leaders to determine levels ranging from proficiency to underdeveloped serving as a barometer for leadership performance and principal preparedness. This June, I will be in Palisades, NY working closely with school staff to provide various capacity building professional development workshops and examine the impact that external partnerships and community building can have on school data and progress.

Lastly, as literature for Assistant Principals remains scarce, I am creating step-by-step guides that will help Assistant Principals navigate their roles. Books will include scenarios and true experiences; leaders will be able to use my research and literature to sharpen their toolkits and navigate their role with transparency, and integrity that can be replicated and sustained over time. Books will be of interest to those seeking policies and practices that improve leadership roles.



Dr. Jen Cannell, Albany Cohort IX

Dr. Jen Cannell, a member of Cohort IX, has put her research into action. Her doctoral study focused on the development of the leadership capacity of school librarians in New York State. School librarians are instructional leaders by the very nature of their positions, yet many do not recognize themselves in that role. Not only did Jen's research identify an alignment between school librarians' work and instructional leadership, but the new National School Library Standards have confirmed leadership as one of the five roles of school librarians.

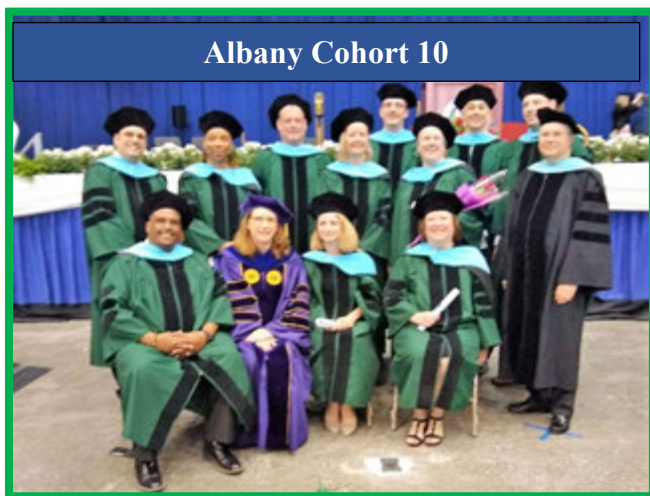
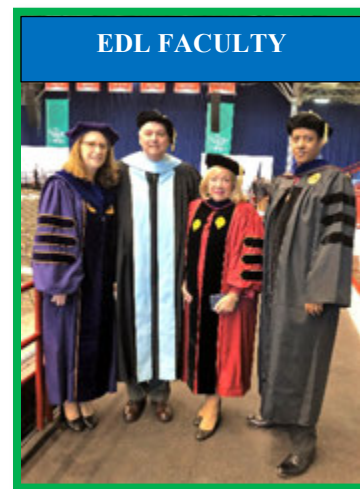
As the School Library System and Arts Coordinator at Capital Region BOCES, Jen used her research to develop, implement and assess a leadership program for school librarians in the Albany region. Practicing librarians from across the four local BOCES regions were given the opportunity to participate in a series of workshops and activities over a school year on the subject of leadership, while simultaneously applying that information to projects relevant to their school district needs. Using the Teacher Leader Model Standards that were the foundation for her dissertation, Jen worked with these librarians to develop a detailed plan of action to implement their projects while at the same time demonstrating their leadership capacity.

Based on this work, Syracuse University invited Jen to develop and teach a course for the first cohort of their innovative Teacher-2-Librarian (T2L) program. Classroom teachers and public librarians who complete this program will gain their Master's degree in Library and Information Science and attain New York State certification as school librarians which helps address the critical shortage of certified school librarians in the New York City Department of Education.

Dr Cannell is an adjunct faculty member for the University at Albany's M.S. in Information Science program. Her doctoral research has become another lens which influences her work, including the foundational elements of her course. In addition, Jen is consulting with St. John Fisher College's M.S. in Library Media (Teacher Librarian) program as the program is reviewed for accreditation.

These experiences with Sage, Syracuse University, the University at Albany, and St. John Fisher College, inform and strengthen Jen's practice as she works with school librarians to strengthen library programs in a collaborative effort to provide all students with the skills needed to be continuous learners.

**Congratulations to the Newest Sage EDL Graduates
May 2019 Graduation Ceremony**



Albany Cohort X

- Dr. Christopher Abdo
- Dr. Antonio Abitable
- Dr. Lisa Buon
- Dr. Wendy Diefendorf
- Dr. Susan Kambrich
- Dr. Freya Mercer
- Dr. David Scott
- Dr. MaryEllen Symer
- Dr. Phee Simpson
- Dr Douglas Silvernell
- Dr. Jalinda Soto
- Dr. Mark Swain
- Dr. Daniel Wilson

NYC Cohort IV

- Dr. Lisette Caesar
- Dr. Samuelle Cineus
- Dr. Milagros Dueno
- Dr. Kerry-Ann Hazell
- Dr. Ivelisse Hernandez
- Dr. Tammy Holloway
- Dr. Rosalind Hoyte-Igbokwe
- Dr. Nia Johnson
- Dr. Michele Luard
- Dr. Antoinette Martin
- Dr. Stanley Moise
- Dr. Louisa Palmer
- Dr. Lucia Perez-Medina
- Dr. Tyiba Rashid-Dougherty
- Dr. Raizel Reider

- Dr. Anissa Reilly
- Dr. Jennifer Shirley-Brown
- Dr. Malik Small
- Dr. Sandra Soto
- Dr. Rushell White

GRADUATES

Dr Angelina Maloney (Albany Cohort 1) completed a Certificate of Advanced Leadership at Harvard University Graduate School of Education.

Dr. Darlene Westinghouse (Albany Cohort 2) was hired as the Assistant Superintendent of Curriculum, Instruction, Assessment, and Data of the Saugerties Central School District.

Dr. Tarkan Ceng (Albany Cohort 3) was appointed Superintendent of Jefferson Central School District. He joined Jefferson CSD in April 2019.

Dr Elizabeth Wood (Albany Cohort 4)- Deputy Superintendent of Shenendehowa School District- was honored by CASDA for Excellence in Administrative Leadership in April 2019. Dr. Wood also presented at the National School Board Associations Conference in Philadelphia in March 2019 with **Dr L. Oliver Robinson** (Albany Adjunct). Their presentation was titled: *Equity in Outcomes: Evolving our Schools to Meet the Opportunities and Challenges of Cultural Inclusivity.*



Dr Kathleen Chaucer (Albany Cohort 5) - Milton Terrace Elementary School Principal (Ballston Spa) was honored as CASDA 2019 Principal of the Year.

Dr Jason Andrews (Albany Cohort 6) was named 2019 NYSCOSS Superintendent of the Year. Read the article here: [NYS Super of Year](#)



Dr. John Bell (Albany Cohort 7) is the president-elect of the Pennsylvania Association of School Administrators (PASA) for next school year (PASA is Pennsylvania’s version of NYSCOSS.) Dr. Bell was also honored at the Pennsylvania Music Educators Association (Pennsylvania’s NYSMA) conference on April 5 in Pittsburgh as their “2019 Superintendent of the Year” for my support of our school district’s music program and its growth over seven years.

Dr. Lisa Patierne (Albany Cohort 7) has become the lead education consultant to the State of New York Police Juvenile Officers Association (SNYPJOA), which is our state’s Juvenile and School Resource Officers Association. This has led her to collaborate with law enforcement as well as Homeland Security, and train new school resource officers throughout New York State. She and **Dr. Brian Bailey** (Albany Cohort 8) will be presenting this August at the SNYPJOA state conference.

Dr David Ziskin (Albany Cohort 8)- Superintendent Fort Plain CSD- was honored by CASDA for Excellence in Administrative Leadership in April 2019

Dr. Ebony Green (Albany Cohort 9) is now the Senior Director of Programs Equity and Access at the Institute for Student Achievement. Dr Green presented her paper *Improving Outcomes for Traditionally Marginalized Students: The Role of Professional Development Networks at*

the American Educational Research Association (AERA) annual conference April 2019 in Toronto.

Dr. Jen Cannell (Albany Cohort 9) will be teaching a course for the first cohort of Syracuse University’s innovative Teacher-2-Librarian (T2L) program in Summer 2019. Dr Cannell is also currently completing her first semester as an adjunct faculty member for the College of Emergency Preparedness, Homeland Security and Cybersecurity at the University at Albany. She is also a consultant to St. John Fisher College’s M.S. in Library Media (Teacher Librarian) program.

Dr. Jarrett Powers and Dr. Connie Evelyn (Cohort 9) have published a book which stems from Dr. Powers dissertation research. Evaluating the Superintendent: The Process of Collaborative Compromises and Critical Considerations (Rowman and Littlefield). This book is available in August 2019 and available for preorder now: [Preorder Here](#)

Dr. Eva Jones and Dr. Ebony Green (Cohort 9) presented at ASCD in March 2019 in Chicago. Their presentation was titled: *Understanding Privilege and Implicit Bias: Developing Cultural Proficiency in Suburban Districts.*



Dr. Susan Kambrich (Albany Cohort 10) presented March 2019 at a workshop in Washington DC at the American Montessori Society annual conference. Her presentation was entitled, *Deciphering Fake News from Fact.* She also introduced the keynote speaker at this conference.

Dr. Antonio Abitabile (Cohort 10) is sharing his research through multiple outlets this year. He presented his research in October 2018 to the New Lebanon School District Administration and the Questar III Principal's Meeting. In November, he was a panelist at the Principal's Collaborative at CASDA on multiple pathways for graduating students. In January and March 2019, he co-facilitated a training on Chronic Absenteeism through CASDA. In February 2019, Dr Abitabile presented his research to aspiring teachers at Bard College. He was also a panelist for aspiring administrators at Questar III in March. He has also submitted an article to Principal Leadership Journal called "Making Teachers Stick."

Dr. Douglas Silvernell (Albany Cohort 10) was chosen as the Cambridge Central School District Superintendent. He will begin the position in July 2019.



Dr. Ivelisse Hernandez (NYC Cohort 4) accepted a principal position at the Lido Elementary School in Long Beach, NY for the upcoming 2019 - 2020 school year.

Dr. KerryAnn Hazell (NYC Cohort 4) wrote an article for the Council for School Administrators (CSA) in March 2019. Her article *Digital Communications Essential to Marketing, Rebranding Schools* focuses on digital leadership and using technology to improve communications.

Dr. Jennifer Shirley Brown's (NYC Cohort 4) work entitled: *School Leaders' Development of Teacher Instructional Practices That Cultivate Student Engagement Across Disciplines in Grades 6-8* was published in the NYAPE Journal Vol. 8 Issue 1, May 2019.

Dr. Tyiba Rashid Dougherty's (NYC Cohort 4) proposal submission, *Implementing and Sustaining Female Gender Based Empowerment Programs in New York City Public Schools* has been accepted at Twenty-sixth International Conference on Learning, at Queen's University Belfast in July 2019.



Dr. Michele Luard (NYC Cohort 4) coauthored a research article entitled, *Middle School Teachers' Perception of Differentiated Instruction on Lower Third Student Achievement* that was published in The Science Journal of Education (2018).

Dr. Samuelle Cineus Simms (NYC Cohort 4) published an article in SAANYS Vanguard Magazine: Diversity and Equity in Our Schools entitled, *Five Inequitable Practices in Schools that Perpetuate the "Gap"*. November 2018.

Dr. Sandra Soto's (NYC Cohort 4) work entitled: *Supporting students of color in gentrifying and racially diverse schools* was published in the NYAPE Journal Vol. 8 Issue 1, May, 2019.



CURRENT STUDENTS

Susan Breton (Albany Cohort 11) was honored as a 2019 Sage Broughton Fellow. The Broughton Graduate Fellowship is an award for advanced scholarly research by graduate students.

Jim Niedermeier (Albany Cohort 11) was honored as a 2019 Sage Broughton Fellow. The Broughton Graduate Fellowship is an award for advanced scholarly research by graduate students. Jim was also selected as one of the 2019 Albany Business Review's 40 under 40. Further, at the March 2019 NYS Regents meeting, Jim and his team at Tech Valley High School in Albany NY were highlighted. You can view a video about TVHS at about 7 minutes in and a public acknowledgement of Jim's leadership at minute 13. [VIDEO](#)

Tim Callahan (Albany Cohort 12) co-presented a session at the March 2019 Inclusive Practices Conference (for Berkshire County and the Pioneer Valley) with his colleague, elementary school principal Amy Meehan:

Culture, Climate, and Inclusion: How to Build Coherent Behavioral Structures to Support Teaching and Learning Communities

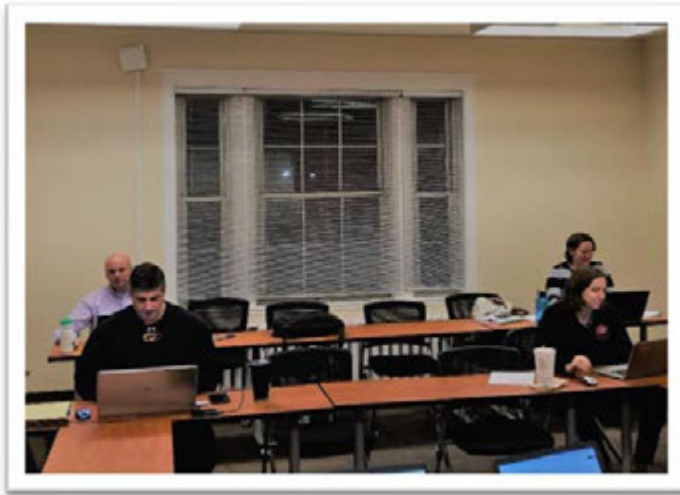
Shylah Addante (Albany Cohort 12) is debuting as a young adult author in Fall 2020. Her book, *Garden of Thorns and Light* (Month9Books LLC), reinvents the fairy mythos and follows the protagonist's journey of self-discovery as she sprouts thorns and uncovers family secrets.

Joseph Slichko (Cohort 12) was a featured presenter at the Common Ground conference in May 2019 in Ocean City, Maryland. His two sessions were entitled: *Vicarious Trauma Support Strategies* and *Supporting Students with Trauma in Your Classroom*

Please share your promotions, lateral moves, successes with our program:
Albany Contact: Francesca Durand duranf@sage.edu
NYC Contact: Marlene Zakierski zakiem@sage.edu

SPRING 2019 CLASS SESSIONS

CANDIDATES FROM ALBANY COHORT XI



CONGRATULATIONS TO ANTOINETTE MARTIN AND STANLEY MOISE WHO SUCCESSFULLY DEFENDED THEIR DISSERTATIONS AND PRESENTED THEIR COLLOQUIUM IN SPRING 2019



CANDIDATES FROM NYC COHORT VN



GRADUATION DAY 2019 GRADUATES FROM NYC COHORT IV

CANDIDATES FROM NYC COHORT VI





What Motivates You?

We asked educational leaders (two alumni and a faculty member) to reflect on this quote and invited them to share a story of their decision to initiate personal change and become an educational leader who challenges their communities to transform their world and positively impact students. Their responses follow:

Robert J Reidy, Jr., PhD; Educational Leadership Faculty

So, You Want To Be A Leader – Why? If I were to ask this question to twenty people, I could conceivably receive twenty different responses. We are all motivated and shaped as human beings by a myriad of life experiences, including our family, faith and our environment. This is precisely why I could receive twenty different responses to the question – Why do you want to be a leader? This raises another question. Can all twenty of my hypothetical subjects, with their diverse backgrounds and beliefs become an effective leader? The answer is yes, if they choose to commit to study, practice and build their leadership capacity. To simply aspire to and occupy a leadership position is not enough. To be an effective leader you have to develop the capacity to lead.

Developing the capacity to lead requires preparation and reflection. Bennis (2009) notes that leaders know themselves, their strengths and their weaknesses. They also know what they want, why they want it, how to communicate their message clearly and how to set and achieve goals. This is a tall order by anyone's standards, however individuals committed to being effective leaders focus on developing these skills because they want to make a positive contribution to the children, adults and the community they serve. They understand and respect that they are stewards of the institutions they lead and the magnitude of the responsibility of what has been entrusted to them.

Brian Bailey, EdD; Superintendent Ravena Coeymans Selkirk School District (Albany Cohort 8) : Leaders are motivated by many things and, when asked about their motivation, they frequently tell stories of inspiration, altruism, and a need to contribute to the greater good. There are few more influential ways of contributing to the greater good than by teaching the leaders of tomorrow. Schools can be the greatest equalizer for inequity and I am motivated to be a champion for kids.

While teaching, I was inspired by the wisdom of those who led me. They understood my professional challenges, gave sage advice, and shepherded me when I went astray. While a building-level leader I was tasked with the challenge of thinking beyond my own experience and learning the skills that would clear the path for others. As a superintendent, I must capitalize on my wisdom and skill to take viable, informed, and definitive action that will improve the outcomes for all students.

Parents send us the very best children that they have and we must care, nurture, and inspire each and every one of them. A recent chance meeting with a 28-year-old graduate and frequent visitor to my office when I was an assistant principal served to solidify my resolve about being a champion for kids. Brandon explained that he is a claims adjuster for an insurance company and he loves his work. He said "Mr. Bailey, you saved my life. You believed in me when I didn't believe in myself." I don't remember my work with Brandon as being unique; I cared for him as if he were someone's son, with all of the potential hopes, dreams and aspirations that I wanted for my own sons. There is no greater motivator than inspiring the sons and daughters of the world. We as leaders must create and nurture the institutions that act as champions for all.

Patricia King, EdD; Middle School Principal, Brooklyn, NY (NYC Cohort 3): Gandhi's quotation invites everyone to change the world. For school leaders, it is a call to action, to disrupt inequitable educational systems. The achievement gap is not a new phenomenon. Data reveal that most students who lag behind are African American, Latino, and socioeconomically impoverished (NYSED, 2015). Students in poverty will likely never encounter high-quality teachers (Barnett, 2004), and schools with high percentages of impoverished students frequently have principals with low-performance ratings (Marks & Nance, 2007). The harsh reality? Some students are set up to fail.

As a school leader, I felt compelled to change this narrative. So, I pursued a doctorate in educational leadership, studying how to improve achievement in high-needs schools. I discovered many research-based strategies, but Warren Bennis' concept of "moral leadership" stood out. Like Gandhi, Bennis (2009) asserts that leaders have a moral obligation to improve conditions so that everyone can succeed—no matter their color, race, gender, or class.

Morally driven, I had to lead change at our school with a sense of urgency. We started with a vision: working relentlessly to ensure that all students would be successful in high school, college, and beyond. The change-we integrated rigorous, standards-aligned instructional practices, practices that guarantee access to top-quality classroom experiences. Data gleaned from the assessments cycle used to inform instruction, providing intervention and extensions accordingly. Finally, we implemented socio-emotional supports, including morning-circles, justice groups, and clubs, to help students and teachers create a closer bond.

The impact of the change theory is evident: Our school, MS 267, is a joyous place, a place where children are on the trajectory of becoming independent thinkers and lifelong learners. Teachers collaborate, preparing high-quality and culturally responsive instruction. They cultivate relationships, exploring students' talents, and dreams. Moreover, our kids flourish. Our school leads District Sixteen's performance on New York State Exams in English Language Arts and Mathematics. In December 2018, the state's Quality Review evaluators found MS 267 "well-developed" in all ten indicators ([LINK](#)). We will continue to use Gandhi's words as our mantra to inspire our school community to work relentlessly to dismantle structures that perpetuate systemic inequalities.