



CSAANY'S NEWS

(518) 273-1205

CATHOLIC SCHOOL ADMINISTRATORS ASSOCIATION OF NEW YORK STATE
406 Fulton Street • Suite 512 • Troy, New York 12180-3359

BLUE RIBBON PANEL TO STUDY NYS CATHOLIC SCHOOLS

The NYS Blue Ribbon Panel to study the impact of the decline in the number of Catholic schools and Catholic school enrollment during the past two decades met for the first time on October 26 at the State Ed. Bldg. The nine-member panel, chaired by former Gov. Hugh Carey, is comprised of leaders in public and private education, business, government and legal and research fields.

The Panel is expected to report to Commissioner Thomas Sobol by the end of the current school year on:

- * The pattern of declining enrollment in NYS's Catholic schools & its implications
- * Contributions made by those schools to the State's citizens
- * Quality & financing of the State's Catholic schools
- * Policy recommendations for Regents consideration.

The names and affiliations of the panel members follow.

- The Honorable Hugh Carey, former Governor of NYS
- Most Rev. Thos. J. Costello, Auxiliary Bishop of Syracuse
- Mr. J. Alan Davitt, Past Exec. Dir., NYS Catholic Conference
- Dr. Leslie F. Distin, Dir. of Chief School Officers, Broome-Delaware-Tioga BOCES
- Sr. Janet A. Fitzgerald, Pres, Molloy College, Rockville Centre
- Mr. Peter Flanigan, Managing Dir, Dillon, Read & Company, Inc.
- Dr. Gail Foster, Toussaint Institute Fund
- The Honorable Roger L. Green, NYS Assembly
- Dr. Seymour P. Lachman, Dean of Community Development, CUNY

NYS SUMMER INSTITUTES

Over the next few weeks you will receive brochures and applications for NYS Summer Institutes. These will include the eight Summer Schools of the Arts and the Summer Institutes for Science & Mathematics.

These programs offer unique opportunities for your school's most gifted and talented students. They provide indepth training in two to five-week residencies throughout the State. Although there are tuition charges for each school, tuition assistance based upon financial need is available to all students selected.

Auditions and selection processes are conducted from Jan-March.

WORLD YOUTH DAY '93

The Bishops' Ad Hoc Committee on world Youth Day '93 has approved the resource manual prepared to assist parishes and dioceses to ready themselves for the Holy Father's visit next August. The resource manual includes practical catechetical lesson plans and retreat experiences for use in parish catechetical programs and schools. The materials develop the theme for World Youth Day '93: "I came that they may have life, and have it more abundantly." The motifs that will be used to develop this theme on the junior high, senior high and young adult levels are: 1) Jesus offers us real life, 2) to choose Jesus is to choose life, 3) life lived in relationship to others is life worth living, 4) to live fully is to pour out one's self for others.

ROBT. C. BYRD HONORS SCHOLARSHIPS

The 1993 series competition for the Robert C. Byrd Honors Scholarships, a federally funded scholarship program, and the Regents Scholarships in Cornell University will be held during the winter of 1992-93. Ten Robert C. Byrd Honors Scholarships will be awarded for each Congressional District in New York State; each entitles the winner \$1,500 for the first year of college study only. These scholarships may be used either in or out of NYS.

The scholarships will be based on grade point averages and on scores on either the ACT or the SAT.

Candidates will be required to file completed applications with the high school principal by January 18, 1993.



May you
have the the gladness
of Christmas
which is hope;
The spirit
of Christmas
which is peace;
The heart
of Christmas
which is love.

ADA V. HENDRICK

*From All of us
at CSAANY'S!*

STUDENT MOTIVATION

School leaders can foster motivation by having high expectations and setting a positive school environment, says Ron Renchler of the ERIC Clearinghouse on Educational Management.

School environment is crucial to promoting motivation. School leaders can foster motivation by: using tasks that emphasize the fun of learning; delegating authority and allowing students to share in learning and school decisions; using recognition and awards to acknowledge students' achievements; "grouping" students for socialization and problem solving; evaluating students in ways that de-emphasize grades; and allowing students to progress at their own rate.

Renchler notes that school leaders need to analyze how motivation works in their life and explain the process to students and teachers. It is important to recognize and reward all the ways in which students succeed. Educators need to promote motivation for its own sake, not merely for grades or other academic rewards.

"Perhaps the primary job of principals, teachers, parents, and other educational stakeholders is to help students experience [excitement & joy] as frequently as possible in an atmosphere where they can discover for themselves the pleasure of acquiring new knowledge."

BILL OF RIGHTS

The impact of the Bill of Rights on teenagers' lives is the subject of a new videotape produced by the Federal Bar Assn.

The 48-minute videotape features a panel discussion among Philadelphia-area judges, lawyers and legal scholars. A free copy of the videotape is available to high schools from Kristin Bell, Federal Bar Assn, 1815 H. St. NW Suite 408, Washington, DC 20006-3698.

IMAGINATIVE IMAGES XI

The 1993 Imagination Celebration will be held in 10 sites: Albany, Binghamton, Bronx, Buffalo, Manhattan, Niagara Falls, Plattsburgh, Suffolk County, Syracuse, and Westchester County. This major annual festival is dedicated to "the magic of arts in learning."

Students are cordially invited to participate by creating an original:

1) piece of creative writing (grades K-12) Deadline Jan. 22, 1993

2) work of art (grades K-12) Deadline March 12, 1993.

3) invention (grades 3-9; individuals or teams) Deadline for filing patent application Feb. 26, 1993.



PEP TEST DATES

A number of school personnel have requested that the pupil Evaluation Program tests and the grades 5 & 6 mathematics tests, be scheduled later in May. Thus, the dates for the administration of the tests have been changed as indicated:

Grade 5 Writing, Part 1, May 5 - 9:15am

Grades 3,6 Reading, May 6 - 9:15am

Grade 5 Writing, Part 2, May 7 - 9:15am

Grade 3,6 Mathematics, May 18 - 9:15am

AMERICAN SIGN LANGUAGE

Section 100.1 of the Regulations of the Commissioner of Education will include American Sign Language (ASL) within the definition of a second language, effective July 1993. This amendment affords schools the option of offering courses in ASL to meet the unit of study and/or unit of credit second language requirements.

NCEA CONVENTION - APR 12-15, 1993 - NEW ORLEANS, LA. Once again CSAANYS will offer group registration for any member wanting to attend the NCEA convention this spring. All registration forms must be submitted to CSAANYS by February 15, 1992. The group registration fee is \$52. per person.

INTERESTING OBSERVATION

New teachers must be willing to adapt their view of teaching to take student expectations into account, says researcher Mary Kennedy of the National Center for Research on Teacher Learning.

Both teachers and learners have assumptions about teaching and learning. These assumptions often differ dramatically, particularly when the teacher and students are from different cultures.

Kennedy had originally viewed learning as interaction between teacher and student. She thought her role was to stimulate discussion, obtain information about her students, and lead them as they solved problems.

Her Thai class had different assumptions. They wanted Kennedy to lecture and to give them knowledge. Thai students expected to defer to teachers' authority, to be passive, to sit quietly, to listen, and to take notes. Thai teachers, she notes, only use discussion to clarify what a text says, not to challenge it or apply it.

Thais shy away from exchanging ideas, so Kennedy's attempts to encourage them to discuss their questions failed.

Once Kennedy learned more about what her class expected of her, she "learned to alter her strategies to satisfy" the class, even though her own beliefs about what teaching should be didn't change.

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1993 NEW YORK STATE REGENTS TESTIMONY

On Wednesday, May 19, 1993 Sister Mary Anne presented the following testimony to the NYS Board of Regents at their Legislative Conference in Albany.

I am Sister Mary Anne Brawley, Executive Director of the Catholic School Administrators Association of New York State. I speak on behalf of the administrators of approximately 900 schools where 300,000 children are educated by 18,500 teachers.

The concerns I bring before you today are the practical concerns of our building principals. In a decentralized system such as ours, site based management is the order of the day. So too, are the problems our principals face. Our building administrators deal with day-to-day issues on their own. What may seem like a minor problem on the state or district level is major for our principals. Small changes in state funding make big differences to us.

We recommend a continued full funding of mandated services. This allows our schools to be reimbursed by December for the services rendered the previous year. Late and/or partial payment is a source of real inconvenience to our local principals who, in good faith, make certain that all state mandates have been fulfilled on schedule. We are grateful for your previous support on this issue.

This year's state budget gave a \$5. increase in textbook aid. Since 1984 we had been receiving \$25. per pupil; the \$30. appropriated for 1993-94 is a step in the right direction. From testimonies given in previous years you are aware that the average price of an elementary school text is \$17.02 and of a secondary text is \$21.89. The \$30. now available buys 1 3/4 elementary textbooks and 1 1/4 secondary textbooks. Certainly inadequate!

Computer software and School library aid remain \$3.00 and \$2.00 respectively. An increase of \$5.00 in each of these areas appears reasonable. All New York State schools will profit from such an increase.

Each year the issue of transportation surfaces. Presently pupils may be transported to our schools if they live within a 15 mile radius. This past year the Catholic High School in Oswego closed. The next nearest Catholic high school is over the 15 mile limit. For the students in Oswego, there is no longer freedom to choose a high school. Parents bear the burden of providing transportation when they choose to keep their children in a Catholic school. When you add this to the tax levy and tuition costs, the expense of having to transport their children is too much to bear. A 25 mile transportation limit would be some relief.

In testimony today, the Council of Catholic School Superintendents spoke of the need for our inclusion in programs of technology already available to the public school community. Indeed, if children are to benefit from such endeavors must they be only the children enrolled in public schools?

Later today you will hear testimony from the New York State Federation of Catholic School Parents. Our parents are most concerned with efforts to provide them with a choice in education. They are doubly taxed because they see themselves as the primary educator of their child and want the freedom to choose a school which corresponds to their own values. In so doing they pay twice - once as taxpayers and then as tuition payers. In these economic times the financial stress is great. Listen to their concerns.

In our invitation to speak we are instructed to bring our thoughts on education to this Board. My thoughts this year are philosophical. They involve the term "public education". Public is a collective term for private citizens. Aren't our students and their families part of the "public"? Don't we perform a public purpose in our schools? Many of our graduates are "public servants". In truth, our schools are "public servants". Here in New York State where the average per pupil cost in "public" schools is \$8,269. our 300,000 students save the taxpayer \$2.5 billion. That certainly is a "public service"! In my opinion, schools now referred to as "public" might better be called "government" since they are the schools the government chooses to fund fully. All the rest of us are non-government schools. We are tolerated, sometimes praised, often feared, described as elitist. The plain and simple truth is that we educate those who come to us, rich & poor, Black, Asian, Hispanic, Catholic & non-Catholic, whether they can afford us or not. Our mission is to provide an education that "aims to create competent, decent, loving human beings who leave our schools thinking about what's right and wrong". Isn't this a public good?

TEACHERS LACK SINGLE PRINCIPLE IN GRADING STUDENT TESTS AND ASSIGNMENTS

Teachers use a variety of criteria in giving students grades, with no one factor standing out, finds James V. Mead of the National Center for Research on Teacher Learning.

Mead studied how and why elementary and secondary school teachers and teacher candidates graded students' incorrect math work the way they did. First was the question of whether to grade the incorrect work at all. Some teachers refused and wanted the students to redo it.

Teachers that graded the work gave different reasons for the grades they gave. Some teachers used different criteria: they based students' grades on effort and neatness.

Others based grades on how well they thought students did compared to other students or their own past performance. They also considered how long students had been studying a particular topic.

In addition, over 1/3 of elementary school teachers and almost all secondary school teachers said they based grades on how well they thought students understood the ideas. However, most couldn't articulate the criteria they used to judge understanding.

Regardless of why they evaluated the way they did, elementary school teachers used their evaluations of students' understanding to determine how quickly they taught. They also gave their students other chances to prove their knowledge. In contrast, secondary school teachers "did little except pass judgment on the students' understanding" because they "assume students bear responsibility for their own failure."

RECYCLE



Did you know that New York State generates 6.5 pounds of trash per person every day. Until recycling was mandated our landfills were: 30% paper, 16% yard waste, 15% food waste, 10% glass, 10% metal, 6% plastic, 13% all other! Thank God for recycling.



EXPERIENCED TEACHERS LEARN HOW TO SHARPEN PROFESSIONAL SKILLS AND EVALUATE THEIR PERFORMANCE

Five Connecticut educators have published a new "professional educator development model to help experienced teachers boost both their professional growth and their ability to evaluate their work.

The model describes elements of good teaching and helps teachers evaluate how well they implement them. It also helps teachers think about how they can better implement each element in the future.

Teachers must be clear about what they want students to learn. "The outcomes we expect our students to achieve guide our decisions about what we will teach and how we will teach it, and about how we can best assist one another in developing and evaluating our work in leading students to these outcomes."

Second, teachers must know their subject, know about the art of teaching itself, and know how students learn. Teachers should also evaluate how well they transfer knowledge to students.

Third, teachers need to be responsible for teaching, learning, and leading. Good teaching involves daily and long-term planning, interacting with students, and analyzing how successful the planning and interaction was. Teachers must continue to learn and to develop their knowledge base. Teachers must share what they've learned to help their colleagues grow.

Fourth, administrators and teachers must build an "enabling" culture. In such a culture, everyone contributes to collective wisdom; encourages risk-taking; listens to each other; set high expectations for educators and students; and honors different backgrounds, needs, interests, and learning and teaching styles.

SUMMER INSTITUTE

The Graduate School of Education & Human Development, University of Rochester is offering an institute, Lighting New Fires, July 12-13. The program is designed to provide an update on Catholic Schools for the 21st Century.

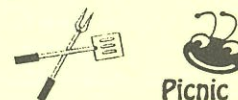
For further information, call 716-275-7833 or 275-8270.

MULTI-CULTURAL CURRICULUM

High Schools may be interested in A Sociology of Gender Roles Across Races, Classes and Cultures. The cost is \$25. For further information contact The Prism Collective, a group of former Catholic school teachers at 716-872-6657 or 716-265-3006.

SUMMER CONFERENCE

The 21st Annual Summer Conference LEADERSHIP IN SCIENCE EDUCATION A Conference for Teachers, Supervisors, & Administrators will be held August 9-12, 1993 at SUNY Binghamton, Binghamton, NY.



Picnic

1993 LEAVEY AWARDS

The Freedoms Foundation at Valley Forge has announced The 1993 Leavey Awards for Excellence in Private Enterprise Education. Cash incentive awards are granted to educators whose outstanding innovative course, program or project instills in their students a deeper understanding of the American private enterprise system.

Any full-time junior or senior high school teacher is eligible.

The deadline is October 1, 1993. For more information, call Katherine Wood-Jacobs (215)933-8825.