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New website password — case sensitive

Conversations about Bullying

The last few years have seen some conversations that regularly happened put at the bottom of agendas, bullying prevention is one of these agenda items. We all know with the massive amount of technology our students now have at the ready, cyberbullying is more prevalent than ever. Playground and lunch room bullying certainly haven't gone away in the vast majority of schools. Too often we are hearing about kids being tormented and they don't know what to do. By doing a quick Internet search I came across this resource published by NAESP 20 Questions Parents Ask Principals About Bullying... And How You Can Answer.

<http://www.naesp.org/sites/default/files/20QuestionsParentsAskPrincipalsAboutBullying2.pdf>

This publication is a great resource to

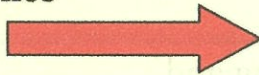
continue the conversation with parents about this difficult and important topic. http://www.naesp.org/sites/default/files/report%20to%20parents_bullying.pdf

The Cyberbully Research center has great resources and information. With the massive amount of hand held devices in student's possession this is a problem in even the most controlled environments. <http://cyberbullying.us/>

Let's stay on top of the conversation!



From the NYS Catholic Conference



Smart Schools Bond Act: Yes or No?

On November 4, voters will have an opportunity to vote *for* or *against* the Smart Schools Bond Act which would authorize \$2 billion in bonds for schools, which taxpayers would for over an 8 to 30 year period.

If the Act is approved, *public* schools would be able to use the funds for four purposes: pre-k classrooms; additional classrooms for over-crowded schools; school security measures; and technology upgrades.

Religious and independent schools could benefit from technology upgrades if their local public school district uses its bond funds for technology upgrades. We will continue to work with Governor Cuomo and lawmakers to seek to ensure an equitable benefit for all schools.

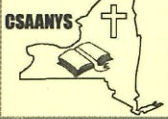
Proponents argue that all schools desperately need the assistance while opponents argue it's too expensive to borrow funds to buy technology with a limited life expectancy.

That's why we have voting booths.

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YOUR MEMBERSHIP EXPIRES OCTOBER 31! RENEW TODAY!

October 2014
Volume 42, Issue 9

CSAANYS News

42 Years Serving the Catholic School Administrator

The Catholic School Administrators Association of New York State
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Lighting the Fire Honorees

This year the Lighting the Fire for Catholic Education Award will be given to individuals whose years of dedication to Catholic schools reminds us all of what faithful ministry looks like. Please join us in honoring:

Sister Sharon McCarthy,
Academy of St. Dorothy,
Staten Island

Ms. Nancy DiBerardino,
Catholic School Office,
Diocese of Buffalo

Sister Joanne Callahan,
Superintendent, Diocese of
Rockville Centre

Mr. William Ferguson,
St. Elizabeth Catholic
Academy, Ozone Park

15 Things Every Teacher Needs from a Principal

“Principalship” entails many things, but at its core, it is—and has always been—about building trusting relationships.

All teachers need to:

1. Know that their principals will deal with their problems directly and *privately*.
2. Be given credit for their ideas, creativity, hard work, and willingness to take on additional responsibilities (privately, publicly, orally, and in writing).
3. Know that their principals will not jump to conclusions or make hasty decisions, particularly when their welfare is under consideration.
4. Have principals who are available and listen to

them.

5. Have reasons and explanations given when problems occur, requests cannot be fulfilled, or promises are broken.
6. Have all of the information and facts put on the table and be kept apprised of what is happening in their schools.
7. Know that when possible and where appropriate, when decisions are made that affect them, they will be given opportunities for input and discussion.
8. Feel their principals are fair and will not show favoritism to an individual or group.
9. Be assured that principals will keep open minds when they advance ideas or make suggestions for change.
10. Be a part of the team when parent and student problems are under discussion, problems are being solved, or plans are being developed.

11. Feel supported in their disciplinary decisions with students.

12. Know that their principals will admit mistakes, sincerely apologize when wrong, and then move forward.

13. Be confident that their principals will send parents to them first if there are questions or concerns about what they are doing in their classrooms.

14. Be able to bring problems and concerns regarding their principals’ performance to the forefront and, that such problems and concerns will be addressed honestly, immediately, and positively.

15. Know that their principals value their personal lives and, when appropriate and possible, will take them into consideration when making requests.

2014 Gathering

“As with other aspects of education, if the leader is not active in the shaping of school (Catholic) culture, the shaping probably will not happen.” Dr. Timothy Cook

Join us Sunday, November 16, 2014 at 3pm at the Albany Marriott Hotel for the 14th Annual Catholic School Administrator’s Gathering. We will be joined by Dr. Timothy Cook from Creighton University who will provide his wit and wisdom on our Charism as Catholic school leaders. Also joining us will be the Lighting the Fire honorees. You will find the registration form attached, we look forward to seeing you soon!

"The single biggest problem in communication is the illusion that it has taken place." George Bernard Shaw

Teaching with a GROWTH MINDSET

Teachers must honestly and truly believe that ALL children are capable of learning. This is not just giving lip service or saying what they "think" administrators, parents, or hiring teams want to hear. To believe this means to redefine what it means to teach with a growth mindset. Teaching this way doesn't mean providing all the prompts, teaching this way means getting out of the way of learning. Teachers have to stop prompting with information, kids have to learn to struggle. The essential daily question is "Who knows today that they didn't know yesterday?" Determining this and communicating shows growth. By looking at teachers beliefs about learning we will get a deeper sense of what will happen in the classroom. By listening carefully to the questions being asked we get a sense of how capable the teacher believes the children are at the task. As administrators we have to support teachers, validate their fears, show compassion that teaching is hard, that learning new ways to do things is hard, but we also have to stop rescuing teachers, we have to let them struggle too. They have to see that by having a growth mindset, by changing the way they teach, and by allowing children to direct their learning, great instruction can happen. Carol Dweck's work on Mindset is game changing for our classrooms. If you haven't had a chance to read it yet, I highly recommend it. I also have a great deal of resources on Mindset if you would like information for a faculty meeting or in-service. - Carol Geddis

Changing Our Mindset

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

It's up to you!



FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



GROWTH MINDSET

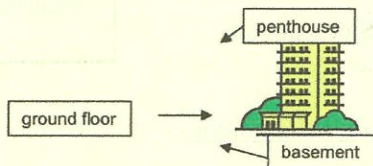
Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).

	FIXED MINDSET	GROWTH MINDSET
DESIRES	Look smart in every situation and prove myself over and over again. Never fail!!	Stretch myself, take risks and learn. Bring on the challenges!
EVALUATION OF SITUATIONS	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
DEALING WITH SETBACKS	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
CHALLENGES	Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
EFFORT	Why bother? It's not going to change anything.	Growth and learning require effort.
CRITICISM	Ignore constructive criticism.	Learn from criticism. How can I improve?
SUCCESS OF OTHERS	Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
RESULT...	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.

Listening for Great Questions

Spending time in the classrooms (1-3 hours a day!) needs to be productive and helpful for the teachers. One question that comes up repeatedly is “what should I be hearing during instruction?” Teachers need to be asking great questions, the below graphic clearly shows the level of questions that are needed for today’s learners. With that said, teachers need to back away from providing all the prompts or back ground knowledge and use great questioning techniques to have the children do the discovery.

A Three Story Intellect!



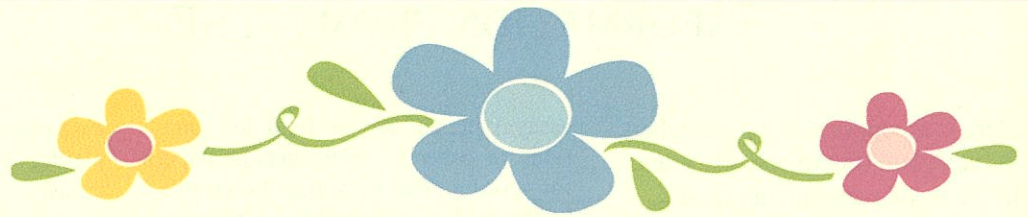
BLOOM’S TAXONOMY and Costa’s Levels of Questioning

The Student will...

Knowledge (Remembering)	Comprehension (Understanding)	Application (Applying)	Analysis (Analyzing)	Synthesis (Creating)	Evaluation (Evaluating)
Learn specific facts, ideas, vocabulary; remembering/recalling information or specific facts.	Ability to grasp the meaning of material; communicate knowledge; understanding information without relating it to other material.	Ability to use learned material in new and concrete situations; use learned knowledge and interpret previous situations.	Ability to break down material into its component parts and perceive interrelationships.	Ability to put parts together to form a new whole; use elements in new patterns and relationships.	Ability to judge the value of material (statement, novel, poem, report, etc.) for a given purpose; judgment is based on given criteria.
<i>Introduction of knowledge</i>		<i>Practice knowledge learned</i>		<i>Demonstrates mastery of knowledge learned</i>	
Level One—the basement		Level Two—the ground floor		Level Three—the penthouse	
<i>By doing the following...</i>		<i>By doing the following...</i>		<i>By doing the following...</i>	
collect, copy, define, describe, examine, find, group, identify, indicate, label, list, locate, match, name, omit, observe, point, provide, quote, read, recall, recite, recognize, repeat, reproduce, say, select, sort, spell, state, tabulate, tell, touch, underline, who, when, where, what	alter, associate, calculate, categorize, change, communicate, convert, distinguish, expand, explain, inform, name alternatives, outline, paraphrase, rearrange, reconstruct, relate, restate (own words), summarize, tell the meaning of, translate, understand, verbalize, write	acquire, adopt, apply, assemble, capitalize, construct, consume, demonstrate, develop, discuss, experiment, formulate, manipulate, organize, relate, report, search, show, solve novel problems, tell consequences, try, use, utilize	analyze, arrange, break down, categorize, classify, compare, contrast, deduce, determine, diagram, differentiate, discuss causes, dissect, distinguish, give reasons, order, separate, sequence, survey, take apart, test for, why	alter, build, combine, compose, construct, create, develop, estimate, form a new..., generate, hypothesize, imagine, improve, infer, invent, modify, plan, predict, produce, propose, reorganize, rewrite, revise, simplify, synthesize	appraise, argue, assess, challenge, choose, conclude, criticize, critique, debate, decide, defend, discriminate, discuss, document, draw conclusions, editorialize, evaluate, grade, interpret, judge, justify, prioritize, rank, rate, recommend, reject, support, validate, weigh

Checking up

In order to make sure you are getting what you are entitled to from your LEA do a quick check. Go to <https://stateaid.nysed.gov/>, once there type in your LEA’s (district of school location) name. Located here are the reports of the money the district gets for state aid, including hardware, software, library, and textbook. It is important to do a check once and awhile to make sure your school is being treated equitably. If you need help call Carol and she will walk you through.



CSAANYS NEWS

Tell the World!

You all have highly educated faculty and staff, but how many parents are unaware of the degrees held by you and your teachers? How many people “assume” the faculty is undereducated or not certified as compared to public school? Too many!!! I have a couple of suggestions to eliminate these misconceptions:

1. For September provide each teacher with document frames for their diplomas and credentials (can be copies,) than hang these in the classroom. If the doctor and veterinarian do it so should we!
2. Post near each classroom doors on a nice piece of paper the teacher’s name, degrees and certifications.
3. On the school web site the teacher’s degrees and certifications are listed.
4. In parent newsletters each month a teacher is highlighted.

What to do about the uncertified teacher? Be prepared to highlight the professional development and education of the person, share what they have done to be an integral part of the school community.

TEACHER MADE ASSESSMENTS

The last few years have seen schools taking a hard look at standards, curriculum and instruction practices. Whether you are using the CCLS or not, your teachers and students have benefited from this close look at practice. The growth in teachers and subsequently classroom practice has been immense. Principals encour-

aged new instructional approaches, worked with the “sage on the stage” teacher and breathed new life into instructional leadership. One area to continue to focus on is formative and summative assessments. Take a critical look at teacher made materials, question the wording, selection of questions, style and

frequency. Have an open conversation about the assessment and how it plays into the growth of students. Discuss the use of the data from assessments. How the data is used, etc. This is going to require a little more time, but the overall benefits to the students will be worth it.

Gathering 2014

Sunday, November 16, 2014
Albany Marriott Hotel
Wolf Road, Albany

Registration attached or online at www.csaanys.org
Hotel information is on the website too!

Keynote Speaker

Dr. Timothy Cook
Creighton University

Hotel Information

www.marriott.com
 518-458-8444

Please refer to the CAIRS conference when making your reservation.
 \$127/night room rate available 11/15-11/18

Group reservation code

CAR

30th Annual CAIRS

November 17 & 18, 2014
Albany Marriott Hotel
Wolf Road, Albany

\$100.00
\$140.00 with Monday Dinner

The conference committee is working on revamping and refreshing the program.

Stay Tuned!!

O God of all beginnings and endings,
 We praise and thank you for the gift of this school year.

It has been a time filled with grace and blessings,
 With challenges and opportunities, joys and sorrows.

The days have passed quickly, O Lord.

The weeks, the months, the seasons, the holidays and holy days,

The exams, vacations, breaks, and assemblies,
 All have come forth from your hand.

While we trust that your purposes have always been at work each day,

Sometimes it has seemed difficult to understand and appreciate

just what you have been up to in our school.

Give us the rest and refreshment we need this summer.

Let our efforts of this past year bear fruit.

Bring all of our plans to a joyful conclusion,

And bless us, according to your will,

with the fulfillment of our summer hopes and dreams.

Watch over us in the weeks of rest ahead,

and guide each day as you have done this past year.

Help us return to school with a new spirit and a new energy.

May we continue to grow in age, wisdom, knowledge and grace

All the days of our lives.

Amen.

Author Unknown

21 Things That Will Be Obsolete by 2020

Inspired by Sandy Speicher's vision of the designed school day of the future, reader Shelly Blake-Plock shared his own predictions of that ideal day. How close are we to this? The post was written in December 2009, and Blake-Plock says he's seeing some of these already beginning to come to fruition. By Shelly Blake-Plock

For this issue we are just going to have the first 10 Things in the list. To read the whole article I have Scooped it at <http://www.scoop.it/t/catholic-education-nys>. Having read the entire article and reflected on what I see in schools this is a very interesting article for reflection. As is a part of our best practices, reimagining our schools is a healthy and informative thing to do.

1. **DESKS** - The 21st century does not fit neatly into rows. Neither should your students. Allow the network-based concepts of flow, collaboration, and dynamism help you rearrange your room for authentic 21st century learning.
2. **LANGUAGE LABS** - Foreign language acquisition is only a smartphone away. Get rid of those clunky desktops and monitors and do something fun with that room.
3. **COMPUTERS** - Ok, so this is a trick answer. More precisely this one should read: 'Our concept of what a computer is.' Because computing is going mobile and over the next decade we're going to see the full fury of individualized computing via handhelds come to the fore. Can't wait.
4. **HOMEWORK** - The 21st century is a 24/7 environment. And the next decade is going to see the traditional temporal boundaries between home and school disappear. And despite whatever Secretary Duncan might say, we don't need kids to 'go to school' more; we need them to 'learn' more. And this will be done 24/7 and on the move (see #3).
5. **THE ROLE OF STANDARDIZED TESTS IN COLLEGE ADMISSIONS** - The AP Exam is on its last legs. The SAT isn't far behind. Over the next ten years, we will see Digital Portfolios replace test scores as the #1 factor in college admissions.
6. **DIFFERENTIATED INSTRUCTION AS A SIGN OF DISTINGUISHED TEACHER** - The 21st century is customizable. In ten years, the teacher who hasn't yet figured out how to use tech to personalize learning will be the teacher out of a job. Differentiation won't make you 'distinguished'; it'll just be a natural part of your work.
7. **FEAR OF WIKIPEDIA** - Wikipedia is the greatest democratizing force in the world right now. If you are afraid of letting your students peruse it, it's time you get over yourself.
8. **PAPERBACKS** - Books were nice. In ten years' time, all reading will be via digital means. And yes, I know, you like the 'feel' of paper. Well, in ten years' time you'll hardly tell the difference as 'paper' itself becomes digitized.
9. **ATTENDANCE OFFICES** - Bio scans. 'Nuff said.
10. **LOCKERS** - A coat-check, maybe.

What is STREAM Education? It is the collaborative blending of Science, Technology, Religion, Engineering, the Arts and Math through the platform of the Catholic faith in an exploratory and inquiry-based learning environment. (NCEA 2014) Watch for more information in the coming months!

10 Characteristics of a STREAM school include:

- Catholic Identity
- Challenging Learning Environment
- Innovation
- Increased participation of underrepresented groups
- Increased Content Literacy
- Inclusive
- Problem solving, group collaboration and Independent Research
- Success defined in multiple ways
- Strategic Planning
- Forward Thinking

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Easter Day Prayer

Christ is Risen: The world
below lies desolate
Christ is Risen: The spirits
of evil are fallen
Christ is Risen: The angels
of God are rejoicing
Christ is Risen: The tombs
of the dead are empty
Christ is Risen indeed
from the dead,
the first of the sleepers,
Glory and power are his
forever and ever

St. Hippolytus (AD 190-
236)

Catholic Advocacy Network—NYS Catholic Conference EDUCATION NEWS

March 29, 2014

2014-15 State Budget Agreement:

The Governor and legislative leaders increased support for public schools by more than \$1.1 billion; increased support for charter schools through tuition increases and funding for facility needs; as well as committed \$1.5 billion in Universal full-day Pre K funding over 5 years. **Sadly, and despite the record growth in support for the public school sector, the Governor and legislative leaders failed to include the modest \$75 million proposed in Education Tax Credits that would have increased donations for scholarships to tuition-paying families.**

Mandated Services and CAP Reimbursement: \$158,793,000 is appropriated for MSR and CAP representing a total increase of \$21,228,000. The current year appropriation for CAP however, remains approximately \$10 million short of what the original CAP formula would generate. The appropriations are broken as follows:

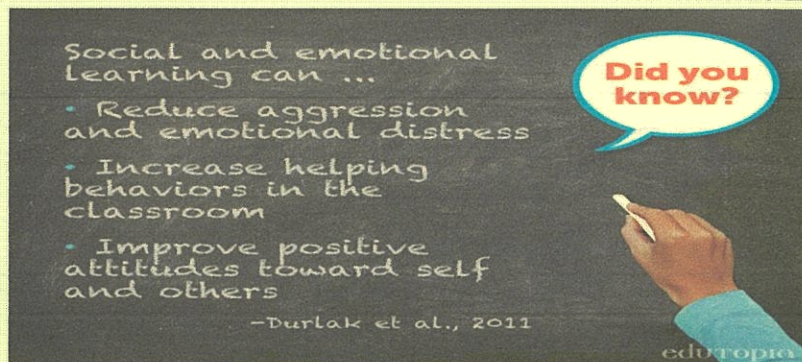
\$97,589,000 – for Mandated Services Reimbursement, an increase of \$3,573,000;
\$45,204,000 – for CAP Reimbursement, an increase of \$1,655,000; and
\$16,000,000 – as a first payment of a multi-year plan to address prior-year liabilities.

Smart Schools Bond Act: The Budget includes a \$2 billion general obligation bond, subject to the approval of the voters this November, for infrastructure improvements to bring high-speed broadband to schools and the purchase of classroom technology for use by students and teachers. Religious and Independent schools will be eligible for the loan of such equipment on an equitable basis not to exceed, in the aggregate, \$250 per pupil based on enrollment as of April 1, 2014, amounting to approximately \$120 million in technology loans.

School Safety Funding: \$4.5 million is provided for continued funding for school safety equipment for our schools.

Funding for all other programs benefiting our schools remained unchanged:

Academic Intervention Services: \$922,000
Learning Technology Grants: \$3.29 million
Textbook Aid: \$58.25 per pupil
Software Aid: \$14.98 per pupil
Hardware Aid: Average of \$12 per pupil
Library Materials: \$6.25 per pupil
School Bus Driver Training: \$400,000



What is Social and Emotional Learning?

How do we define social and emotional learning (SEL)? Researchers generally agree upon five key competencies of SEL (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). These competencies provide the foundation for maintaining high-quality social relationships and for responding to the challenges of life.

1. SELF-AWARENESS	<ul style="list-style-type: none"> • What are my thoughts and feelings? • What causes those thoughts and feelings? • How can I express my thoughts and feelings respectfully?
2. SELF-MANAGEMENT	<ul style="list-style-type: none"> • What different responses can I have to an event? • How can I respond to an event as constructively as possible?
3. SOCIAL AWARENESS	<ul style="list-style-type: none"> • How can I better understand other people's thoughts and feelings? • How can I better understand why people feel and think the way they do?
4. RELATIONSHIP SKILLS	<ul style="list-style-type: none"> • How can I adjust my actions so that my interactions with different people turn out well? • How can I communicate my expectations to other people? • How can I communicate with other people to understand and manage their expectations of me?
5. RESPONSIBLE DECISION MAKING	<ul style="list-style-type: none"> • What consequences will my actions have on myself and others? • How do my choices align with my values? • How can I solve problems creatively?

Excerpt from *Creating Culturally Responsive Parent Engagement* by Rosana G. Rodríguez, Ph.D., Rogelio López del Bosque, Ed.D., and Abelardo Villarreal, Ph.D. To read the full article go to <http://www.scoop.it/t/catholic-education-nys>

We can look forward to much more success in student achievement by creating a culturally responsive, positive environment for parent engagement. This is critical because it sets a stage of readiness for engagement for parents, teachers, administrators and community members to work more closely together. Seven critical elements are evident in this type of atmosphere:

- Having a commitment to consult and engage parents in school decisions that impact the quality of education provided;
- Creating a school culture where parents are seen as important partners in the school's efforts to increase student success;
- Developing and posting around the school a code for effective parent engagement;
- Operationalizing the code by involving school staff and parents in a community of practice;
- Articulating high expectations for success in the engagement process;
- Measuring regularly and ensuring that the quality of engagement is high and focused on the anticipated outcome of success for every student; and Implementing specific steps for parent engagement and evaluating the impact on student success.