



NYSRSAS ENDORSES – THE PROCESS

Gene Goldwasser



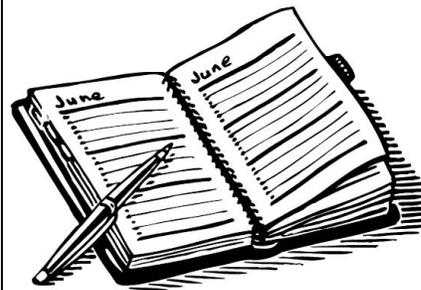
This is an important year not only because there is a presidential election, but also because of the many “down ballot” elections that could affect congressional and state offices for years to come. The results of the presidential election as well as the Senate could have major implications for Supreme Court nominees that are anticipated during the next four years as well as the direction the country takes with respect to foreign and domestic policy considerations.

For these reasons, we decided to support candidates who would reflect our concerns as retirees and former school leaders. We began this process months ago by determining what these concerns are – the continuation of Medicare and Social Security are two major areas we would like to see maintained and even strengthened. All the talk about the bankrupting of Medicare and Social Security within 20 years can be easily remedied as we see it. We’re interested in supporting candidates for Congress who will promote legislation that will provide the guarantees that Medicare and Social Security will continue to be there for us as well as future retirees.

Similarly, we’re interested in electing candidates to statewide offices who oppose the constitutional convention that will initially be voted on in November 2017. And, should the constitutional convention become a reality in 2019 or 2020, we’re interested in electing candidates who will be strongly in favor of maintaining public employee pensions. Most naturally, we will look to endorse the presidential candidate who best supports our views on the issues mentioned above and on issues of more general concern.

During the summer we are finalizing the communications that we will send to congressional as well as New York State Assembly and Senate candidates to determine their views about our concerns. We will meet in an Executive Board Meeting on September 7, 2016 to review the responses we received and determine which candidates are worthy of our endorsement. If you would be interested in attending the September 7th meeting, please call the office at (631) 761-5451, so we can arrange for seating. A list of the candidates we endorse for office will be published in our October newsletter.

The two themes for NYSRSAS for 2016 and 2017 are the elections and the New York State Constitutional Convention. Once the elections have been completed in November, we will turn our attention



to mounting a campaign to defeat the constitutional convention referendum slated to take place in November 2017. We will keep you informed through

the newsletter, e-mail “blasts,” and focus groups on this topic.

If you are interested in joining our campaign or attending any of the meetings, please contact us by e-mail at info@nysrsas.org, or call the office at (631) 761-5451.

Gene Goldwasser served as principal of several NYS elementary schools for 24 years. Since his retirement, he has been an adjunct professor at Hofstra, a coach with the Institute for Student Achievement and president of NYSRSAS.

NYSRSAS

EXECUTIVE BOARD

Eugene Goldwasser, President
 Joseph Quinn, 1st Vice President
 Elliott Kigner, 2nd Vice President
 Jack Zamek, Treasurer
 Pat Galaskas, Recording Secretary

COMMITTEE CHAIRS

Edward Price, Education
 Stewart Mortman, Political Action
 John Wallace, Membership
 Corine Lipset-Huberman, Newsletter
 David Long & Stan Opas, Publicity
 Ken Forman, Website Liaison

MEMBERS AT LARGE

Edward Bellomo
 Francesca Ciolino-Volano
 Vincent Deland
 Diane Druckman
 John Fogliano
 Jeff Hollander
 Marty Mandelker
 George Pincus

*We welcome your comments on articles or current issues.
 To start a discussion, contact us at
info@nysrsas.org*

Check Our Web Page!
<http://nysrsas.org>

INSIDE THIS ISSUE:

- P.1 NYSRSAS Endorses—The Process
- P. 3—High School Graduation, At What Cost !
- P.4 - Without a Pocket, What's a Woman to Do?
- P.5—Certification Registration Required
- P. 5—Quarterly Query
- P. 6—New Executive Board Members Welcomed
- P. 6—Annual Luncheon Photos
- P. 7—NYS Constitutional Convention
- P. 8—Port City Ponderings

MEMBERSHIP BENEFITS

Always identify yourself as a NYSRSAS Member whenever using the following benefits.



Sterling Optical.

Sure Sight eye care plan
 800-Eyes-789 (800-393-7789)

MVCP pre-negotiated new and used autos

800-345-0990.

Decide on the make and model as well as features you want and then call MVCP . They'll contact a dealer and negotiate the lowest possible price for you.

auto-price-finder.com & truecar.com

Get a free price quote on the make and model of the vehicle you want.



Car Rentals.

- **Avis Worldwide** 800-352-7900,
 Rate code AWD S 061700.
 (if trouble with discount code, call 800-831-8000)
- **Alamo** 800-354-2322.
 Discount rate code 706768.



Southwest Airlines

800-435-9792
 (20-50% discounts
 for travelers over age 65)

Eastern Dental Plan [EDP]

This is a discounted dental program.
 Phone 631-272-5230

Identify yourself as a NYSRSAS member for best discount rates. Select from hundreds of dentists on Long Island.

Also: vision plan, pet discount drugs, hearing plan.



United Health Programs of America

Identify yourself as a NYSRSAS member for dental and chiropractic rates.

Hugh Marasa, one of our members, is one of their agents Ask for him.

Phone UHP—800-238-3884

**For additional hints for discounts in other areas,
 visit our website:
<http://nysrsas.org/benefits>**

HIGH SCHOOL GRADUATION, AT WHAT COST!

Kenneth Forman and Craig Markson

As researchers, Craig and I were curious about relationships among poverty, attendance, the New York State's Annual Professional Performance Review (APPR) teacher evaluation system, and high school graduation. To examine this question we looked at Nassau and Suffolk county high schools which included reports from 111 high schools. For graduation rate, we recorded the high school students who graduated with a New York State Regents Diploma and Advanced Regents Diploma. Poverty was recorded as the percentage of free and reduced lunch in that high school.

“ . . . poverty had a strong negative correlation with . . . graduation rates ”

Basically we found that poverty had a strong negative correlation with Regents Diploma graduation rates. We found that as the percent of students receiving free and reduced lunch increased, the percent of students obtaining a Regents Diploma substantially decreased. However, the negative impact that poverty had on the graduation rate from the Advanced Regents Diploma more than doubled.

“ . . . it's important to be present in school to do well ” especially for higher levels of achievement

We also looked at attendance rate and graduation. While high school student attendance rates had a weak, but statistically significant positive correlation with Regents Diploma graduation rates, the positive correlation more than tripled with the Advanced Regents Diploma graduation rates. That means it's important to be present in school to do well but more than three times more important for students receiving an Advanced Regents Diploma.

In looking at the New York State APPR teacher evaluation system and its relationship with high school graduation, we found that it had weak-to-conflicting correlation with graduation rates and did not have the desired effect on student achieve-

ment and hence graduation. For example, the percent of teachers rated “effective” put downward pressure on student achievement inclusive of the

APPR . . . “did not have the desired effect on student achievement and . . . graduation”

percentage of high school students receiving Regents Diplomas and Advanced Regents Diplomas. Obviously, this was not the desired outcome for “effective” teachers.

As expected, the percent of teachers rated “ineffective” put strong downward pressure on graduation rates for the Regents Diploma. Moreover, only 11 of 111 high schools reported any teachers in the “ineffective” category; we found that this variable was not a viable statistic.

. . . Few ‘ineffective’ and ‘developing’ APPR ratings affect statistical interpretation

Additionally, the “highly effective” teacher rating had a strong inverse relationship with the “effective” rating, where one would expect such a relationship to exist among “highly effective” and “ineffective” teachers. This was probably indicative of the over-reporting of teachers in the “highly effective” and “effective” categories and under-reporting of teachers in “developing” and “ineffective” categories, which skewed the data.

These findings were consistent with the findings of prior studies that we conducted which measured student achievement by student performance on the New York State English Language Arts and Mathematics assessments.

. . . Conclusion—addressing impact of poverty potentially most beneficial

In conclusion, we found that poverty had the strongest relationship with student achievement

(continued on page 7)

FROM THE DESK OF: *The Reflective Retiree*

**PICKETY, POCKETY, PICKETY, POOH,
WITHOUT A POCKET, WHAT'S A WOMAN TO DO?**

Corine Lipset-Huberman



Over the years we have heard many explanations for the glass ceiling that existed and still exists in many professions and business enterprises. Initially, of course, there was the fact that women were restricted from owning property, from participating in many and sundry activities involved in business and, of course, were denied a voice in political elections.

Thus, it was, that even if a woman had what was termed "a head for business," she was unable to participate in many of the "good old boys" mores and customs: closing a deal over a drink at the club (the club, of course, being restricted to men); participating in the "old boys" weekly poker game; meeting for pre- or apres- entertainment at the local madam's parlour for gentlemen, and other "male only" sojourns undertaken not only to pass the time pleurably but to conduct matters of business as well. Now things have certainly changed, as evidenced by the fact that a woman is the presumptive Democratic nominee for President of the United States -- a huge step forward from earlier times.



Having spent over twenty years in the field of administration, a field that is still largely confined to the male of the human species, especially at the upper levels (although women have certainly made promising inroads), I can tell you from first hand experience that there is still one very important phenomenon that sets men apart from women, unrelated to anatomy -- the fact that men's business suits have pockets and most women's suits and dresses do not.

Now it is true that today's woman often dress in business suits, some with skirts and some with pants, but it was not so some years ago. And even today, women's suits are not fitted with the same number of pockets that men's suits have. "What," you ask, "do pockets have to do with the glass ceiling?" Well! Everything! Accompany me, please, to the following scenario.

Mr. Rising Star and Ms. Catch Up both arrive at the same conference and each is presenting a paper. Mr. Rising Star enters the conference center wearing a business suit. As he surveys the scene, he checks to make sure his speech is in his inside breast pocket. In one pants pocket are his wallet with credit cards, cash, ID and insurance cards. In the other are his car keys and his hotel key. A slim comb is encased in his jacket pocket. His hands are free to greet colleagues and new associates to whom he is introduced and to hold a cocktail and even a canape.



Ms. Catch Up enters with a handbag dangling from one elbow (current handbag styles have eliminated the shoulder strap, making life still harder for Ms. Catch Up) and with a slim portfolio in the other hand, containing her speech.



At the door she meets a VIP in her field who, to her amazement, remembers her, and stretches out a hand to shake hands. Ms. Catch Up fumbles with her handbag, drops her portfolio and then clunks heads with the VIP as both bend down to retrieve her material. Only in the movies does everyone live happily ever after, with Ms. Catch Up marrying the VIP and never having to work again, eventually retiring to the position of "stay-at-home mom," an enviable status or not, depending on your frame of reference.

Mr. VIP is quite charming, however, and resisting the urge to feel the ever-expanding lump on his forehead, asks Ms. Catch Up if she would like a drink. Ms. Catch Up, terrified at the thought

(continued on page 6)

**WITHOUT A POCKET,
WHAT'S A WOMAN TO DO?**
(cont'd from page 4)

of having to balance still another object in her hands, murmurs a quiet "Thank you, but no, I don't drink," and retires to the powder room. "What a bore," thinks Mr. VIP, and moves on to the curvaceous blond he noticed just entering the room.

In any event, I rest my case. If only Ms. Catch Up had had some pockets! Her life might have turned out to be very different

Dr. Corine Lipset-Huberman has had extensive experience at all levels of education. She spent the last 19 years prior to retirement as principal of the Village School in Syosset, NY.

**NYS CERTIFICATION
REGISTRATION REQUIRED**

Edward Price

Chapter 56 of the Laws of 2015 require administrators, teachers and teacher assistants to register their certifications every five years beginning July 1, 2016. At the March meeting, the Board of Regents promulgated regulations for the law's implementation (Part 80.6).

The regulations require registration on the Education Department TEACH system. The process is easy.

- To access TEACH, go to the NYS Education Department website and search for TEACH.
[\(www.highered.nysed.gov/tcert/teach/\)](http://www.highered.nysed.gov/tcert/teach/)
- Then click on Office of Teaching Initiatives Teacher Registration which will connect to the TEACH logon.

Log in to TEACH

- If you do not have an account, go to "Create an Account."
- You can then log into the system through online services where you can access the registration form which consists of several simple yes/no questions.

Registration is required during the month of your birthday. However, you may register in advance. Although the law includes a fee of \$10/month for late registration, the Education Department guidelines indicate this provision will not be implemented during the first five years.

All permanently and provisionally certified teachers and educational leaders must register. Those who are provisionally certified must complete 100 hours of approved professional development during the five year period. However, this requirement does not apply to those with permanent certification.

If there is a possibility that you will work in a New York State school using any of your certifications, it is important to complete the registration process.

Dr. Edward Price served as superintendent in several New York and New Jersey school districts. He is currently a lecturer in educational leadership at Stony Brook University.

Quarterly Query

SUMMER 2016

Should all students go to college ?

If not, what kind of post high school education should be provided for them?

Please explain your answer.

Does this question look familiar to you? It should because it is the same question posed to our members in the last issue of the newsletter.

Unfortunately, we received no responses from our readership. We are repeating the question because it is an important one, a question that we also pose to our candidates running for office in terms of how they view vocational training.

Please do let us hear from you.

*e-mail your response to
info@nysrsas.org.*

(Include your name and the district from which you retired.)

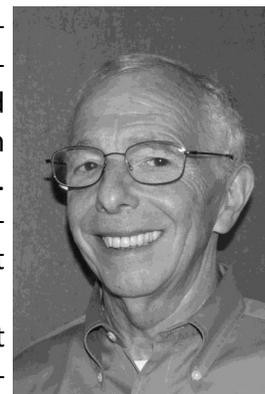
JUNE 2016—NYSRSAS LUNCHEON

It's always good to spend time with long-time friends and this year we were also joined by some new members at our annual luncheon. June Smith explained the process of amending the NYS constitution and outlined the risks involved in opening the entire constitution for revision (as opposed to addressing specific issues through individual, targeted amendments). NYSRSAS will keep members informed throughout the coming year.



NEW BOARD MEMBERS WELCOMED

Dr. Edward Price has graciously consented to serve as Education Chair. He earned his Bachelor's and Ph.D. degrees at Pennsylvania State University where he was a Ford Foundation Fellow. Dr. Price served as assistant superintendent and superintendent in several districts and retired as superintendent from the Island Park Schools in 2010. Currently he is an adjunct professor of educational leadership at Stony Brook University.



Diane Druckman's role at NYSRSAS is that of member-at-large. She has served as teacher, District Coordinator of English/Language Arts and, for the past 21 years, as principal in the Islip School District. As Vice-President of the Islip SAANYS unit, she was a contract negotiator and planner. She has also been Vice-President of the Smithtown Board of Education.



John Fogliano, newly appointed member-at-large, was a teacher for 17 years, followed by 26 years as Assistant Principal at William B. Ward Elementary School in New Rochelle. He is a strong sports enthusiast, having coached basketball for many years and modestly admits to having won many City Titles.



**NYS
CONSTITUTIONAL CONVENTION?
IT'S UP TO THE VOTERS**

HIGH SCHOOL GRADUATION

(cont'd from page 3)

At our annual luncheon on June 22nd, it was our pleasure to have June Smith as our featured speaker. Ms. Smith is a member of NYSUT's Political Action Committee for Suffolk County and the Long Island Federation of Labor's Committee on Political Education. The focus of Ms. Smith's talk was the possibility of a NYS Constitutional Convention and the unpopular effects it might have on many issues of concern to educators and retirees.

although it was negatively correlated. Poverty also had a statistically significant and inverse relationship with attendance rates. The strength of the relationship among attendance rates and graduation rates more than tripled when obtaining an Advanced Regents Diploma. Moreover, as attendance rates went up, so did the graduation rates. This rings true to us as educational leaders: poverty is the big lever in the educational system that moves student achievement. Programs that address students' living in poverty would have long term benefits towards high school graduation

Under the present NYS Constitution, every 20 years the people of the Empire State are asked, "Shall



there be a convention to revise the constitution and amend the same?" This question will appear on the ballot on **November 7, 2017**. If the vote is "no," that is the end of the process. If "yes," three delegates per-

State Senate District and 15 at-large delegates are elected at the next scheduled general election. The convention meets in Albany the following April for an unspecified duration, deliberates and then publishes their suggested amendments. The proposed changes are then submitted to the voters in another public referendum vote. Voters can accept or reject the changes.

Kenneth Forman, Ph.D, and Craig Markson, Ed.D, are colleagues serving as adjunct professors in the Educational Leadership program at Stony Brook University. Both have extensive experience as administrators in various New York public school systems.

PORT CITY PONDERINGS

(cont'd from page 8)

There are many reasons why this issue is important to you and your families. Many interest groups could see changes that will severely affect their causes. Of particular interest to educators and to retirees are regulations concerning how education is funded (at the present time, public funds are not used to fund religious or private schools), collective bargaining and pensions. Article V of the current NYS Constitution prohibits reductions to public pension benefits. Changes under a new Constitution could affect pensions of current public employees or retirees.

participation in class, their focus and determination are primary determinants of their educational outcomes. He ends with this summation, "The ultimate value of college is the discovery that you can use your mind to make your own arguments and even your own contributions to knowledge, as do many students pursuing research in college. It generally leads to high earnings. But it is the discovery itself that is life-changingGenuine education is not a commodity, it is the awakening of a human being."

More information will follow in future newsletters on the effects of a Constitutional Convention on the various sub-groups of the population. We will also explore what you, as an individual, can do to ensure that your fellow educators, retired or not, understand the implications of a new Convention.

I found it very interesting to note how closely this evaluation mirrors that of John Henry Newman who, in 1854, wrote in his seminal treatise on higher education, *The Idea of a University*, "It is a place where inquiry is pushed forward, and discoveries verified and protected, and rashness rendered innocuous, and error exposed by the collision of mind with mind and knowledge with knowledge."

A former editor of the NYSRSAS Newsletter, Joe Marchese received his Ph.D degree from St. John's University. He retired as Assistant Principal of Half Hollow Hills H.S East.

PORT CITY PONDERINGS

Joe Marchese



Trigger warnings, micro-aggressions, students “distressed” by ideas they have encountered in the classroom or elsewhere on campus -- all these have become indicative of a growing environment in many of our colleges and universities. I have recently read two articles that examine this phenomenon from somewhat different perspectives but express the same deep concern about its development.

The first article, headlined “Closing of minds on US campuses,” is by J. Peter Zane writing for *Raleigh’s News & Observer*. Noting that trigger warnings (notices from professors that some students might be offended by something in their readings) have become commonplace, he maintains that a growing concern has arisen that great caution is necessary in using words or presenting ideas. He emphasizes that he is not referring to blatantly nasty or vile statements but ideas that relate directly to the content of the course. As an example, he cites the case of law school students at Harvard who demanded that rape law not be taught because it distressed some of them. Zane concludes by referring to an article in *The Atlantic* by Jonathan Haidt and George Layoff: “The Coddling of the American Mind:

In the name of emotional well-being, college students are increasingly demanding protection from words and ideas they don’t like.”

In the second article, Hunter Rawlings, president of the Association of American Universities and a former president of Cornell University and the University of Iowa, writing for *The Washington Post*, decries the current trend by the media, as well as by federal, state and local legislators, of considering education as a commodity, something to be purchased like a car or a house. Statistics abound with data about how much more a college graduate earns over a lifetime than a person with only a high school diploma or how much more it costs to attend one college than another. Colleges, he maintains, are not merely purveyors of goods, students are not just consumers, and degrees are more than products. Students must provide an active input into their education and into getting a degree. If they are not required to do so and colleges are solely responsible for outcomes, then students will feel entitled to be free from having their assumptions challenged or from being exposed to ideas that make them uncomfortable.

Rawlings argues that such aspects as the students’ efforts, their intellectual curiosity, their
(continued on page 7)



N.Y.S. Retired School Administrators and Supervisors

490 Wheeler Road
Suite 280
Hauppauge, NY 11788

FIRST CLASS
U.S. Postage
PAID
Deer Park, NY
Permit No. 173

