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Celebrating 10 Years: The Sloan Awards for Excellence in Teaching Science and Mathematics Honors Seven Outstanding Science and Math High School Teachers in NYC

*The Fund for the City of New York is joined by NYC School's Chancellor
Richard Carranza in celebrating seven of the city's top public high school teachers
who lead and inspire students to excellence in science and math*

New York, NY (December 10, 2018) – The Fund for the City of New York today announced the seven recipients of its 10th annual Sloan Awards for Excellence in Teaching Science and Mathematics. The award recognizes NYC public high school teachers who have a rich and deep knowledge of their subjects and the commitment and talent to cultivate in their students a life-time love of science and math. Many of their students pursue careers in related fields, from robotics and applied mathematics to biochemistry and aerospace engineering.

“These outstanding educators are exactly the teachers we all hoped to have had in high school. They make it possible for students to see the beauty and relevance of science and math in their lives, refuting the common myth that science and math are not for everyone,” said **Mary McCormick, President of the Fund for the City of New York**. “This year’s recipients of the Sloan Awards for Excellence in Teaching Science and Mathematics are representative of the effective and innovative science and math teachers to be found throughout New York City’s high schools.”

NYC Schools Chancellor Richard A. Carranza will be on hand December 11 at a ceremony in the Great Hall at The Cooper Union at 5:30pm to honor these seven teachers. Each teacher will be awarded a prize of \$5,000 and each school will receive \$2,500 to strengthen its science or mathematics department.

“I congratulate the Sloan Award honorees, who are preparing today’s students to be tomorrow’s leaders in science and technology, and I thank the Fund for the City of New York for recognizing their spectacular work,” said **NYC Schools Chancellor Richard A. Carranza**. “With their ongoing dedication to serving the students and families of New York City, our STEM educators are heroes, changing lives each and every day.”

The 2018 winners are:

- Katelin Corbett, Eleanor Roosevelt High School, Manhattan
- David Deutsch, Manhattan Center for Science and Math, Manhattan
- Jude Julien, Bronx High School for Writing and Communication Arts, Bronx
- Terrence McKiernan, The Laboratory School of Finance & Technology, Bronx
- Jonathan Rothman, Manhattan Academy for Software Engineering, Manhattan
- Luke Schordine, Queens Metropolitan High School, Queens
- Tempestt Taylor, The High School of American Studies at Lehman College, Bronx

“Is there anything more worth celebrating than a great teacher?” asks **Adam Falk, President of the Alfred P. Sloan Foundation**. “These extraordinary educators are what we all hope for our children: teachers who are passionate and demanding and kind and imaginative, and who demonstrate the transformative potential of education. We are honored to be able to recognize their work and their contribution to our communities.”

Now celebrating its 10th year, the Sloan Awards for Excellence in Teaching Science and Mathematics congratulates these seven awardees in joining the 63 other teachers who have received this award since the program began in 2009. To qualify, a teacher must have taught math or science in New York City public high schools for at least five years and must demonstrate excellence in teaching and in achieving results. The winners are chosen by an independent panel of distinguished scientists, mathematicians, and educators. More on the award and evaluation criteria can be found at <http://www.fcny.org/fcny/core/sae/>.

2018 Sloan Awards for Excellence in Science and Mathematics Winners

**Please contact Jill Borrero, jborreo@fcny.org for high resolution photos of the teachers. Videos are available at www.fcny.org . If you any questions, contact Jill.

KATELIN CORBETT

Eleanor Roosevelt High School

Regents Physics, AP Physics C

Katelin Corbett is considered a master when it comes to demystifying Physics for students. According to a colleague, “Ms. Corbett is remarkable in her ability to get students to perform at a level they would never have imagined and then to consider science as a career option. Every day she is changing the lives of her students.” Before she arrived, 86% of the students passed Regents Physics but only 37% achieved mastery level. After her first year, the passing rate was 95% with 65% the rate of mastery. Says Principal Dimitri Saliani, “This was amazing. Without a doubt, Ms. Corbett is one of the best teachers I have ever seen. And, I would say, there is no student she can’t reach.” Echoes a student, “I guarantee you’ll push yourself beyond what you think your limits are in her classes.”

DAVID DEUTSCH

Manhattan Center for Science and Math

Physics, AP Physics B & C

David Deutsch is described as a magician in the classroom. “David’s passion never runs out. Even after teaching 27 years, he enters his classes with an unmatched energy. He knows how to get the shiest, most subdued, and most timid students to be vocal, confident and passionate about science,” notes a colleague. A class with Deutsch early in a student’s career is a near-guarantee they will later enroll in an advanced science course. A former student, now an aerospace engineer, comments, “I am not being hyperbolic when I say that that man changed my life. He was able to see my potential and set me on a path of engineering.” For Deutsch, “My main goal is to give my students a sense of wonder about physics and the natural phenomena that surround us in our lives. When I teach, I am constantly re-affirming my love for science. I hope that students have the same reaction every day when they come to class and learn.”

JUDE JULIEN

Bronx High School for Writing and Communication Arts

Earth Science, Living Environment, Regents Chemistry

Jude Julien has transformed not only the science department, but the culture of science at his school. Before his arrival, students often had to retake Regents exams; now they pass them on the first try, and then take upper-level science courses. Says Julien, “The best science teachers are ones who have a nurturing relationship with their students: teachers who nurture their ability to be ready for academic challenges, their mastery of scientific principles, and their confidence to take risks that will put them into successful situations they may have never thought they could attain.” A student notes, “When you walk into Mr. Julien’s classroom, you find a teacher who will never judge you based on where you’re from, what you’ve been through or what your experience is with school. He sees someone capable of achieving great things. His goal is to find the best way for you to see that capability too.”

TERRENCE MCKIERNAN

The Laboratory School of Finance & Technology

AP Biology, AP Environmental Science, PBAT Environmental Science

Terrence McKiernan is considered a “teacher’s teacher”: a brilliant teacher, a curriculum innovator, a caring colleague, and a person dedicated to his students’ success. He says, “I am so fortunate to be a teacher. Every day I see young people who may not start out with many advantages make it. They grow to be educated, self-directed, passionate human beings who are committed to their families and their community. Every day it is an absolute thrill.” In all his classes, McKiernan works to find the intersections among science, ecology, economics, civil rights and equity. Topics have included insecticides, hydro-fracking, water pollution, acid rain, among others. According to Ramon Gonzales, Principal of the Lab School. “He is an incredible teacher. He’s the kind of teacher you build a school around. He’s who you want to work with.”

JONATHAN ROTHMAN

Manhattan Academy for Software Engineering

Algebra II/Trigonometry, Pre-Calculus, Technology & Design, Robotics & Parametric Design

Because Jonathan Rothman teaches Technology & Design and Robotics & Parametric Design in addition to traditional math courses, his classroom resembles a workshop with 3-D printers, laser cutters, circuit boards, and soldering irons and the latest design software. Here, instead of students encountering problems only in a textbook, students must apply math to actual tasks. In a lesson on using a rotation tool, Rothman has his students engineer their own Fidget Spinners and produce them using a 3-D printer. According to Principal Shawn Raeke, “Mr. Rothman’s courses are unique in that they are remarkably challenging and often geared towards students who have struggled in math and science. He is superior in his ability to reach students. It doesn’t matter if he is working with a student who is naturally gifted in math or a student that has struggled his whole life.”

LUKE SCHORDINE

Queens Metropolitan High School

Algebra, Geometry, AP Statistics

Luke Schordine is the go-to math guru for students and teachers at his own and many other NYC high schools. “It is not an exaggeration to say that I consider teaching to be a sacred trust. My job is not to cover the material. My job is to ensure that students, at all levels, get to that ‘aha’ moment, which can be life changing. So many students come to me believing all the negative things they have been told about their capacity. Usually none of this is true. So when they have their “aha” moments, I am rewarded with an “aha” moment too. There is nothing better,” says Schordine. He embraces every opportunity to help students. He maintains a YouTube channel of 50 math videos, tutors after school, teaches a college-level course on statistics and created a Video Game Club to promote confidence and student friendships.

TEMPESTT TAYLOR

High School of American Studies at Lehman College

Algebra, Integrated Algebra, Algebra II/Trigonometry, Pre-Calculus, Geometry

Tempestt Taylor’s courses are among her school’s most popular and most challenging. She encourages students to embrace the struggles associated with mathematics because being a mathematician is inherently a difficult enterprise. According to Taylor, “The most beautiful part of my job is seeing everything click for my students. That moment is made even sweeter when students accept that they are going to struggle and make mistakes. But struggle is the way that we build strength.” A student says, “Her attitude is so friendly that I never feel like I am doing a project for a teacher. But then you hear her ‘drop some knowledge’ about exponential functions and you remember just how brilliant she is.” Another notes, “She cultivates an interest in math for students who would never in a million years think that math would be a subject for them.”

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***The Fund for the City of New York** was established by the Ford Foundation in 1968 with the mandate to improve the quality of life for all New Yorkers. Its Cash Flow Loan Program makes more than \$150 million a year in interest-free loans to more than 300 nonprofits; its Partner Project Program supports over 80 nonprofit enterprises that focus on issues ranging from problem-solving courts, the creation of new parks, advocacy for improved mass transit and prohibition of the eviction of tenants without legal representation. These and its other initiatives work to achieve better outcomes for New York City's children and youth, families and communities.*

***The Alfred P. Sloan Foundation** is a philanthropic nonprofit institution established by Alfred P. Sloan in 1934. Its main programs involve science and technology, standard of living and economic performance, education and careers in science and technology, selected national issues, and a civic program. The goal of a civic program is to contribute to New York City by responding to social opportunities the city presents, and by funding high-leverage programs related to its area of interest.*