

TC

Today

Fall 2009

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THE
"LEADERS" ISSUE



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Critiquing Teacher Preparation

U.S. Secretary of Education Arne Duncan addressed the TC community on October 22, praising the College but calling for a sea change in teacher education nationally. TC President Susan Fuhrman and Board Vice Chair Laurie Tisch shared the stage. See the special report on page 6.

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About this Issue

We're pleased to amplify this special issue on leadership work at TC with Web postings of interview videos and interview transcripts. At www.tc.edu/tctoday, you will find

- Video and a transcript of U.S. Secretary of Education Arne Duncan's speech at TC.
- An interview with Sharon Lynn Kagan about her work for UNICEF on early childhood learning standards.

- An interview with Michael Rebell and Jessica Wolff of TC's Campaign for Educational Equity about the proposed new Common Core education standards.
- An interview with Margaret Crocco and William Gaudelli about their "Vietnam Now" curriculum, plus transcripts of interviews with others who appear in the profile of Crocco on page 16.

—The Editors

On The Cover

It was a little over 120 years ago today (more or less) that TC got its start. Our cover, anchored by a Fab Four of John Dewey, James Russell, E.L. Thorndike and Grace Hoadley Dodge, tries to give a sense of the richness and diversity of our faculty, students, staff, trustees and friends over that period. To learn more about each of the people pictured here, visit www.tc.edu/news/7204.



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|------------------------------|------------------------------|----------------------------|
| 1. Edward Lee Thorndike | 16. Hamden Forkner | 31. Mary Swartz Rose |
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Blue from "Blues Clues" appears courtesy of Nickelodeon. Blue was created by Angela Santomero (M.A., 1995), Todd Kessler and Traci Paige Johnson, and further researched by Alice Wilder (Ed.D., 1998).

Cover Illustration by David Ort

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Shaping the Future by Building on TC's Past

This fall, TC welcomed its largest incoming class in over 25 years, and its most diverse—proof that, in today's complex, challenging world, a TC education is more relevant than ever.

That's because the College remains deeply rooted in the most important ideas and values of its past, even as it constantly evolves to embrace the future.

Each story in this issue of *TC Today* shows how our people are setting new standards and creating new templates in their fields. And yet, as documented in the opening story, "A Legacy of Firsts," their work builds on the achievements of the leading thinkers of our past.

Among the many striking examples:

- The efforts of Lynn Kagan, in conjunction with UNICEF, to help 45 of the world's poorest countries develop comprehensive learning standards for young children. This incredible undertaking speaks directly to TC's founding purpose: to meet children of all backgrounds on their own cultural turf. The College also, from early on, was deeply involved in building education systems abroad. Lynn's work combines the best of these

endeavors with a humbler determination to partner rather than impart—to help nations identify what is most important to them rather than legislate our own values.

- The work of Margaret Crocco and her team in creating multimedia social studies curricula to accompany documentary



In today's world, a TC education is more relevant than ever.

films. Their efforts, which range in focus from Liberia's civil war to Hurricane Katrina, extend the vision of TC's Harold Rugg in the 1930s, with his new social studies pamphlets. The technology is different—but the ethos, of tying history to current-day problems relevant to students' lives, is the same.

- The lifelong commitment of TC alumna, philanthropist and former teacher Jill Iscol to social engagement, volunteer service and

improving the public good. Jill, recently appointed by Governor David Paterson to New York State's Commission on National

and Community Service, is reminiscent of another great friend of the College—Grace Dodge, who set us on our current course over a century ago.

You'll note that this magazine, too, has changed.

Themed issues are now a constant, as are stories about the College's history and "group conversations"—dialogues among TC people whose interests overlap across fields and disciplines.

That, too, builds on TC tradition. Which proves that the best things never really change—including Teachers College.

Susan Fuhrman

Susan Fuhrman



Keeping up with people, events and other news from Teachers College

Campus

TC Gets Federal Grant for Urban Teaching

Teachers College is creating a new teacher residency program in which TC students will work as apprentices with experienced teachers in high-needs classrooms in New York City public schools for one year while earning master's degrees. The Teaching Residents at Teachers College program (TR@TC) is funded

by a \$9.75 million, five-year federal Teacher Quality Partnership grant as part of a new push by the U.S. Department of Education to bring teacher education into the 21st century.

The TC program blends university-based teacher preparation with deep engagement in schools, says A. Lin Goodwin, TC's Associate Dean for Teacher Education and School-Based Support, who is principal investigator on the grant and will direct the program. "Students will be placed full-time in classrooms, but—unlike alternative certification programs—not as the teacher of record. They will be apprentices, working alongside an experienced teacher for a year."

FUHRMAN IS NAEd PRESIDENT

Susan Fuhrman has become President of the National Academy of Education (NAEd), a post she will hold while continuing to serve as President of Teachers College. • Fuhrman, a NAEd Board Member and former Secretary-Treasurer, will serve as NAEd President for four years. She succeeds Lorrie A. Shepard, Dean of the School of Education at the University of Colorado at Boulder. • Founded in 1965, NAEd advances the highest-quality education research and its use in policy formation and practice. Since its establishment, the Academy has undertaken numerous commissions and study panels which typically include both NAEd members and other scholars with expertise in a particular area of inquiry.



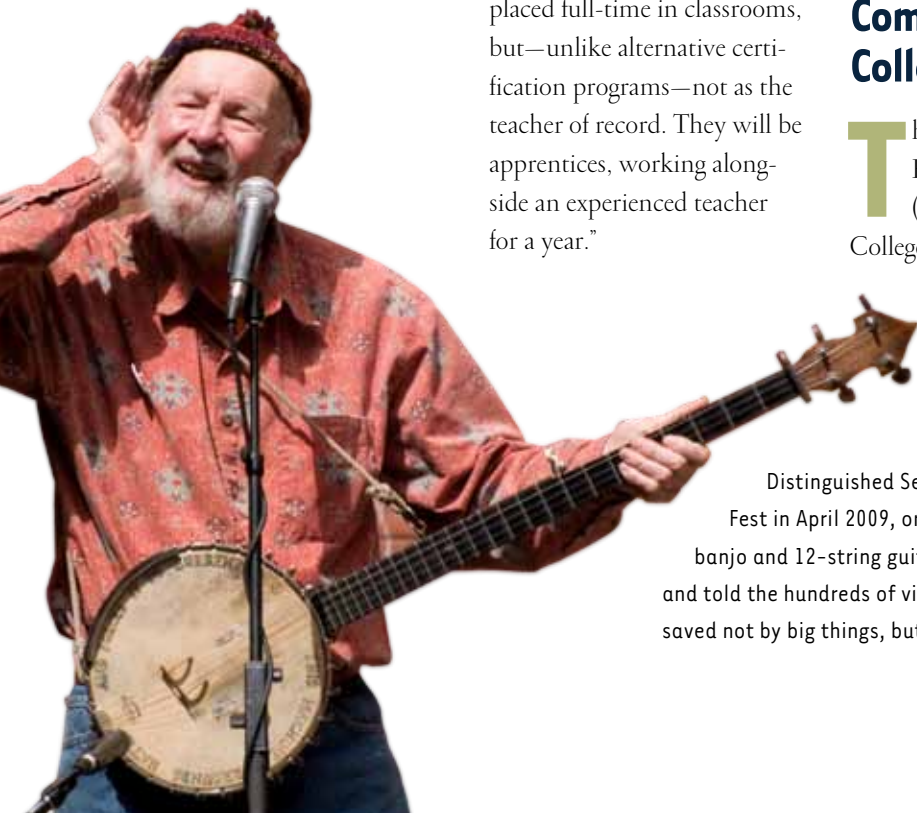
Improving Community Colleges

The Community College Research Center (CCRC) at Teachers College, led by Thomas Bailey, has received a three-year

\$5 million grant from the Bill & Melinda Gates Foundation to carry out research to help identify the most productive investments in community colleges for the foundation's Postsecondary Success (PS) initiative. Because of their open-access admission policies and relatively low tuition

PETE SEEGER, legendary folk singer, long-time

environmental activist and past recipient of TC's Medal for Distinguished Service, returned to the College to headline its Rockin' Earth Day Fest in April 2009, organized by TC's Go Green Committee. Switching between his banjo and 12-string guitar, Seeger sang "This Land is Your Land" and other classics, and told the hundreds of visitors assembled in Russell Courtyard, "This world is going to be saved not by big things, but by millions and millions of little things."



News

rates, community colleges enroll a high proportion of young adults from low-income families. The goal of the PS initiative, launched last year, is to double the number of low-income students who by age 26 earn a postsecondary degree or credential.

For more information about the research project, visit <http://ccrc.tc.columbia.edu/Collection.asp?cid=65>.

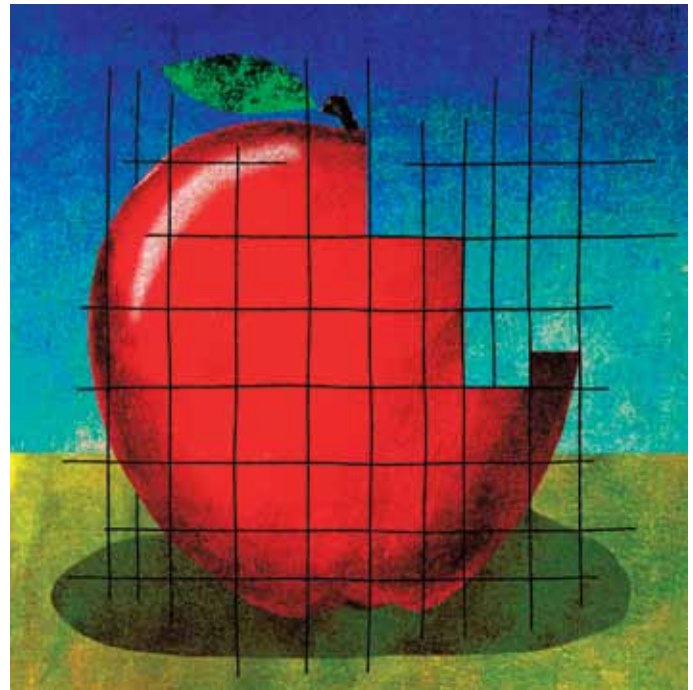
Illumination Fund Supports TC Schools Work

In June 2009, TC received \$1 million from the Laurie M. Tisch Illumination Fund in support of the College's Office of School and Community Partnerships (OSCP) and its Teachers College Partnership Schools Network. Tisch is Vice Chair of the Teachers College Board of Trustees. The Network will comprise up to 12 public elementary, middle and high schools in Harlem that serve students most at risk of dropping out and underachieving. It focuses primarily on a geographic region

that extends from West 110th Street to West 155th Street, chiefly serving schools in Community School Districts 3, 5 and 6. The Illumination Fund gift will be used for special programs to raise students' academic expectations and performance; meet students' social development needs and increase family involvement in their education; and develop and retain outstanding teachers. It will also support committed TC doctoral and master's Fellows to work in the Teachers College network schools as interns, coaches and onsite mentors. For more information, visit www.tc.edu/oscp.

Charting Inequity on Long Island

A study led by Amy Stuart Wells, TC Professor of Sociology and Education, found that Long Island school districts with more resources are able to generate higher levels of public funding than poorer districts, and supplement that funding through private resources from parents, com-



munity members and other donors who are connected to the district.

In addition, the wealthier schools have greater ability to offer students wider selections of courses, better teachers and more access to opportunities. "In poorer schools, their ceiling is meeting state mandates,"

Wells says. "For more affluent schools, the academic floor is even higher than the poorer schools' ceiling."

The study, commissioned by the Long Island Index, which gathers and publishes data on the Long Island region and is funded by the Rauch Foundation, looked at five

ALLEGGRANTE NAMED DEPUTY PROVOST

John Allegrante, Professor of Health Education, has been appointed Deputy Provost, a new position at TC that will focus on academic initiatives.

- Allegrante, who joined TC's faculty in 1979, will work with groups of faculty to facilitate cross-disciplinary collaborations, including some with an international dimension.
- Allegrante has published widely in health education and health promotion and in clinical epidemiology and health services research. He is past President of the Society for Public Health Education, and received the Distinguished Career Award in Public Health Education and Health Promotion from the American Public Health Association in 2003.
- To read John Allegrante's *TC Today* Faculty Essay, Vol. 33 No.2, visit www.tc.edu/news/7060. To view Allegrante's interview by the Fulbright U.S. Scholar Program, visit www.tc.edu/news/6942.



The Secretary Calls for a Sea Change

Addressing the TC community, U.S. Secretary of Education Arne Duncan calls for a new era in teacher preparation

Speaking to a Teachers College audience on October 22, U.S. Secretary of Education Arne Duncan on Thursday called for a “sea change” in the nation’s teacher preparation programs and said most teachers colleges are “doing a mediocre job of preparing teachers for the realities of the 21st-century classroom.” ● In a half-hour speech that inaugurated TC’s Phyllis L. Kossoff Lecture, Duncan praised Teachers College and many other education colleges that have provided high-quality preparation programs for many years. But in general, he said, teacher preparation programs need a major overhaul if they are to help close the achievement gap between minority and white students, improve graduation rates, and prepare more students for college and the workplace. ● “To keep America competitive, and to make the American dream of equal educational opportunity a reality, we need to recruit, reward, train, learn from and honor a new generation of talented teachers,” Duncan, speaking at the Alfred J. Lerner Hall on the Columbia University campus, told a crowd of nearly 900 that included TC faculty, students, staff and alumni, as well as elected officials and school leaders from New York City and beyond. The talk was also

Webcast live. Video of Duncan’s remarks, a transcript of his speech and media coverage of the event can be viewed at www.tc.edu/news/7194. “But the bar has been raised for successful teacher preparation programs, because we ask much more of our teachers today than even a decade ago.” ● In introducing Duncan, who previously served as head of the Chicago public school system, TC President Susan Fuhrman praised him for demonstrating “that valuable and all-too-rare skill in the field of education—the ability to unite parents, teachers, principals and business stakeholders behind an aggressive reform agenda.” She told Duncan that the TC community was “ready to hear your vision for improving teacher preparation, and we are excited about working together with you in the future to make it a reality.” ● Duncan responded with a blunt assessment of the past and hope for the future. He took education programs to task for failing to prepare teachers to use data to inform and improve their teaching, and for the dearth of adequate hands-on classroom experience they provide to pre-service teachers. ● He also said that teacher preparation is plagued by uninspired, outdated programming at the very moment when the nation is facing a massive wave of retirement by older teachers. ● “Teaching is going to be a booming profession in the years ahead—with school districts nationwide making up to 200,000 new, first-time hires annually,” Duncan said. And since education schools will provide the vast majority of new teachers, changes in education programs are critically important. ● Yet Duncan said he also saw reasons for hope. Among them:

- Forty-eight states are cooperating on the development of common college and career-ready standards for high school students, and the federal government’s “Race to the Top” funding includes \$350 million to develop assessments for the standards.
- With “Race to the Top” funds, the U.S. Department of Education is rewarding states that publicly report and link student achievement to the programs where teachers and principals were credentialed. Both national teachers college accrediting bodies, the National Council for Accreditation of Teacher Education and the American Association of Colleges for Teacher Education, are backing the DOE’s drive to connect teacher preparation programs to better student outcomes.
- The DOE also allocated \$43 million to teacher preparation programs, including \$9.75 million to Teachers College to create a teacher residency program in which pre-service teachers will spend a year in high-needs classrooms in New York City alongside experienced teachers and mentors.

“The challenges facing our nation’s schools of education are great,” Duncan concluded. “But so is the opportunity to better serve our children and the common good.”



different Long Island school districts, each representing a specific demographic trend, and conducted interviews with more than 75 school administrators, teachers, students, parents and school board members.

To see the study, visit www.longislandindex.org. To view a recent opinion piece by Wells published in *Newsday*, visit www.tc.edu/news/7176.

TC's largest and most diverse entering class

Buoyed by a six percent increase in applications, a result attributable at least in part to TC's lowest percentage increase in tuition in decades, Teachers College's Fall 2009 entering class is more than 1,800 strong—the College's largest since the mid-1970s. The entering class was also the College's most diverse ever, with its members hailing from some 63 countries and 43 states. Three out of four of are women and 37 percent identify themselves as non-white.

And, while it's unclear what the overall impact of a tight labor market and high unemployment has had on enrollments at education schools across the country, TC—with impetus from targeted efforts by the admissions office—also experienced increased interest from those looking to change careers.

CONVOCATION 2009: TAKING RESPONSIBILITY TO BE A FORCE FOR CHANGE



“Will you resign yourselves to the world as it is? Will you submit to conditions, or will you stand up for who you are and take responsibility to be a force for change?” ● With that challenge to Teachers College graduates, Newark Mayor and TC Trustee Cory Booker set an energetic and compelling tone for the College's 2009 convocation exercises held on May 19 and 20 at Riverside Church. Booker, the youthful and hard-charging mayor of one of the country's most troubled cities, one of the three recipients of TC's highest honor, the Medal for Distinguished Service. The others were Judith Shapiro, the former President of Barnard College, and Antoinette Gentile, Professor Emerita of Movement Science at TC. ● More than 1,900 master's degree students and more than 200 doctoral degree recipients, hailing from 44 states and countries as far-flung as Bahrain, Ghana and Mongolia, participated in convocation. All three ceremonies packed the pews of Riverside's vaulting, Gothic nave, setting it awash in blue caps and gowns as the church's arched, stained-glass windows turned luminous on two bright and sunny days. ● In her remarks, TC President Susan Fuhrman also took up the call to action, acknowledging the tumultuous

events of the past year that shook the financial markets and the country: “As a society, we are working more at building consensus, at listening to one another, at cooperating. There is a growing recognition that the many challenges we face are inextricably linked—that questions of the economy, the environment, health care and education cannot be dealt with in isolation. Out of the calamities of this past year, there has arisen an exceptional and unique opportunity to make significant and lasting changes in our society, in virtually every major area of social endeavor.” ● The two student speakers at the master's degree ceremonies were Hareem Khan, a student in the Curriculum and Teaching Program, who is from Pakistan, and Nisrin Elamin, a student in the Comparative and International Education Program, who was born in Sudan. ● At the doctoral ceremony, Gentile, a member of the TC faculty for 44 years who retired in spring 2008, called on the graduates to persevere. “Sometimes a crisis opens new and exciting possibilities,” she said. “I wish you courage and good fortune facing these challenges.” ● To view convocation and interviews with graduates, visit www.tc.edu/graduates.

Passionate Professors

Understanding the harried lives of newly tenured scholars

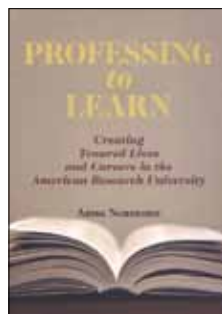
“When things are going well...it affects me physically, not just intellectually. My body kicks into a higher gear. I shake, and I can't stop moving. I barely sleep as it is, and I sleep even less. Although it might sound like it's distracting, it's not. It's wonderful, it really is.”

Those words—of a newly tenured physicist at a state university, describing the transports of intellectual endeavor—get at the heart of *Professing to Learn: Creating Tenured Lives and Careers in the American Research University*, a new book by Anna Neumann, TC Professor of Higher Education. Neumann's subject is how professors define and protect the fire of scholarly learning and passionate thought.

The product of a three-year study in which Neumann interviewed 40 recently tenured professors in various disciplines at four American research universities, *Professing to Learn* also looks at how professors tend that fire amid the burgeoning obligations attendant upon gaining tenure.

The period can be a tough time, Neumann finds, with new obligations to teach courses with hundreds of undergraduates, advise more students, serve on myriad faculty committees and take on outreach projects. Yet Neumann also describes those who find creative ways to persist in “the work they love.” One music professor created a seasonal performance series in order to intensify her own creativity and musical performance—as well as that of her students and colleagues.

Neumann concludes, “What I am suggesting, is that we, as professors, not lose that very important thread that keeps us going intellectually and personally even as the world around us continues to change.” 🍀



PROFESSING TO LEARN: CREATING TENURED LIVES AND CAREERS IN THE AMERICAN RESEARCH UNIVERSITY

Anna Neumann
(Johns Hopkins University Press, 2009)

When Kindergarten is No Longer Child's Play

Decrying a narrow conception of early education

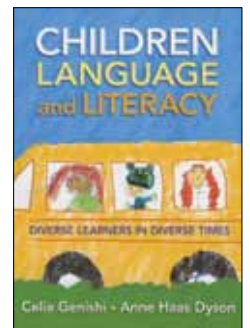
Once upon a time, kindergartners played, built castles with blocks, painted, heard stories and played some more. But not anymore. To Celia Genishi, Professor of Education at TC, and Anne Haas Dyson of the University of Illinois, kindergarten has become the new first grade.

In *Children, Language and Literacy: Diverse Learners in Diverse Times*, the two decry a drift toward a more explicitly academic experience for kids in pre-kindergarten through the early grades. They lament the “homogenization and regimentation” of the early childhood classroom, the emergence of a structured curriculum with reading and writing programs, literacy instruction and even standardized tests, particularly as public schools accommodate an increasingly diverse range of learners.

Imposing a hard and fast curriculum on any group of young children is counterproductive, they argue, but poor children are at particular risk of being “cast as deficient problems-to-be-fixed.”

“It's a very narrow conception of early education,” says Genishi, who chairs TC's Department of Curriculum and Teaching. “The current climate makes parents very anxious, and the economy isn't helping. There is a sense that, ‘My child doesn't read at the age of three, she won't go to Harvard.’”

Children, Language and Literacy is filled with vignettes of youngsters, most of whom are children of color in urban schools, learning in ways that are effective but that seem to defy standardization. In the end, Genishi and Dyson advocate for a return to a less structured early education in which children are treated as individual learners who need the time and space to explore language, to play and to learn. In other words, kindergarten—the way it used to be. 🍀



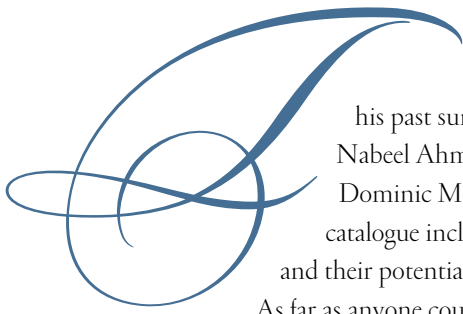
CHILDREN, LANGUAGE AND LITERACY: DIVERSE LEARNERS IN DIVERSE TIMES

Celia Genishi,
Anne Haas Dyson
(Teachers College Press, 2009)

A Legacy of Firsts

From the yellow school bus to the first university-level nutrition curriculum, great ideas have been born at Teachers College





his past summer, courtesy of alumnus Nabeel Ahmad and doctoral student Dominic Mentor, Teachers College's catalogue included a course on cell phones and their potential for teaching and learning.

As far as anyone could tell, the offering was a first for a U.S. graduate school of education.

But at TC, the oldest and most storied such institution in the country, firsts—from the invention of the yellow school bus (at a conference on school transportation, convened at the College in 1939 by Professor Frank Cyr) and the penning of the “Happy Birthday” song (by TC faculty member Patty Smith Hill, a key founder of the National Association of Nursery Education, and her sister Mildred) to the creation of entirely new fields of inquiry—are nothing new.

“The history of Teachers College...is the history of American teacher education writ small,” wrote Lawrence Cremin, the College's President from 1974 through 1984, in his account of TC's first 50 years. “Born at a time when the whole conception of a rigorous and thorough professional education for teachers was far more a dream than in any way a reality, the College during the past half-century has been in the forefront of every major movement, issue and conflict in American education.”

The first of those firsts, in 1889, was the College itself, the blueprint for all subsequent schools of education.

Three figures in TC's early history were responsible, above all others, for laying its conceptual foundations: James Russell, John Dewey and Edward Lee Thorndike.

Russell, the College's first dean after a brief regime by Columbia's president, Nicholas Murray Butler, gave TC its structure and purpose, both of which were unique and endure to this day. Russell's great contribution, Cremin writes, was “defining a professional education worthy of university rank,” an endeavor in which neither he nor his faculty “had any models to imitate.... [T]he work given in education by universities such as Michigan, Iowa, Harvard and California was limited to one department, while the

normal schools, from force of circumstances, were able to do little but train teachers for elementary schools.”

In 1898, Russell—newly ensconced at TC after wandering Europe in search of an alternative to the rote memorization that prevailed in U.S. classrooms—also taught the world's first course in foreign school systems, thereby fathering the field of comparative education (a discipline later shaped and reshaped by a succession of TC faculty members, including Harold Noah, Elizabeth Hagen, Isaac Kandel and Richard Wolf). He also instituted a course in school supervision and school management. In all, TC offered 13 separate courses in 1898, increasing the number to 72 by 1906.

Meanwhile, Russell “combed the country for personnel,”

hiring Paul Monroe, E.L. Thorndike, John Dewey, William Heard Kilpatrick, Patty Smith Hill, Arthur Wesley Dow, Mary Adelaide Nutting, and others.

By 1899, Russell had also established four central goals for TC: general culture, special scholarship, professional knowledge and technical skill.

By “general culture,” Russell meant “training which would enable the student to see the relationships existing everywhere in the various fields of knowledge, even the unity of all knowledge.” This opened the door, from the very first, for the College to offer courses in nutrition, psychology, nursing and other fields not traditionally connected with schooling. It also led the College, in 1902, to create the Speyer School, an elementary school designed to serve the local community.

Its staff included two social workers, and the school offered clubs and lectures for adults and put its library at the service of the surrounding neighborhood. Speyer was in many ways a template for the “community schools” now championed by U.S. Secretary of Education Arne Duncan.

By “special scholarship,” Russell meant content knowledge in one's subject area—“a knowledge of the field that is both comprehensive and evaluated.” By “professional knowledge,” Cremin writes, he meant knowledge of “the learner and learning,” of the history of education, and of school administration “in relation to the teacher, the student and society.” And by “technical training,” he meant pedagogy: “The artist in every vocation must have consummate skill



COMMENCING Dean James Earl Russell (second row from top, second from left) with students and faculty at TC's graduation ceremonies in June 1900.



THE FOUNDER'S FOUNDER: GRACE HOADLEY DODGE

No discussion of Teachers College's beginnings is complete without inclusion of the philanthropist and teacher Grace Hoadley Dodge. • Born just prior to the Civil War, Dodge, as a young woman, taught Sunday school at the Madison Square Chapel and later in industrial schools for the Children's Aid Society. In 1880, she and 10 other young women founded the Kitchen Garden Association, which over the next four years provided thousands of poor children with instruction in domestic arts. The organization morphed into the Industrial Education Association and finally became Teachers College, for which Dodge served as trustee and the school's first treasurer. Dodge also helped to organize a society for working women that evolved into the Association of Working Girls' Societies. She brought two opposing young women's groups together to form the Young Women's Christian Association (YWCA) of the United States. She created the New York Traveler's Aid Society to protect migrants and immi-



grant women, played a leading role in forming the National Traveler's Aid Society, and was also a leader in the international Traveler's Aid movement. • Dodge viewed her charitable endeavors as full-time employment, often saying that her salary had been "paid in advance" through her family's business gains. • "She devoted her skills to raising money from friends and associates, labored tirelessly to strengthen the institution she loved and gave unstintingly of her own resources," wrote TC faculty member William Summerscales in an introduction to Dodge's own slim memoir, *A Brief Sketch of the Early History of Teachers College*. "Miss Dodge's support reached beyond her lifetime; she was among the first to include Teachers College in her will with a generous bequest from her estate." • And her legacy would continue in other ways, as well. Dodge's nephew, Cleveland E. Dodge, was a trustee of the College for 67 years, and his grandson, William Dodge Rueckert, currently serves as the Board's co-chair.

in the use of his tools. The teacher must be skilled in the techniques of his art."

It was John Dewey, however, who gave TC—and American education in general—its philosophical ethos. He arrived at the College in 1904, at a time when educators on both sides of the Atlantic were actively rethinking the role and function of schools. Over the course of his 50 years at TC, Dewey's ideas would influence everything from the modernization of Chinese education to conceptions of art and aesthetics, but his core focus was the classroom. Dewey sought to change education by grounding it in a child's needs, interests and developmental capabilities. He believed that education must actively engage students in discovery, because learning occurs by doing—by making sense of one's physical environment (a view that Thorndike later substantiated through experiments with animals). In the Deweyan classroom, children learned science by cooking, tilling soil, planting seeds and charting the growth of plants.

Dewey saw schools as essential to a free society and thus as inherently democratic institutions. "What the best and wisest parent wants for his own child," he wrote in *The School and Society*, "that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely: acted upon, it destroys our democracy."

Or, as William F. Russell (James' son, who succeeded his father as TC's Dean) put it, for Dewey, "no process, however scientific or perfected, had value apart from its effect upon the world outside the school. Ruthlessly his theories broke down the walls of the classroom and let the wide world enter."

Thorndike, who shared many of Dewey's beliefs, pioneered in applying scientific methods to education research.

"Everything exists in some quantity and can therefore be measured," Thorndike famously wrote. In fall 1899, Thorndike set up shop in the basement of TC, where he conducted a series of "puzzlebox" experiments to observe how animals learn through trial and error. He put a hungry cat in a box, for example, and gave it food when it escaped. Gradually, it took the cat less and less time to escape. Thorndike posited a "stamping in" process, in which a connection formed in the animal's mind between the reward and what it had to do to escape. Through these observations—the first scientific study of animal intelligence and learning—Thorndike developed his Law of Effect, which holds that responses that occur just prior to a satisfying state of affairs are more likely to be repeated, while responses linked to negative outcomes are likelier to cease. He applied these ideas to humans and the practice of education, publishing, between 1903 and 1906, *Educational Psychology, Theory*

of *Mental and Social Measurements*, *The Elements of Psychology* and *Introduction to Teaching*. These books created the field of educational psychology. Thorndike also developed a “standard scale” to measure student performance, thereby launching the educational testing movement.

“Thorndike’s profound influence was that he brought measurement to things that people didn’t measure before,” Ernst Rothkopf, the Cleveland E. Dodge Professor Emeritus of Telecommunications and Education, pointed out in 2003 on the 100th anniversary of the publication of *Educational Psychology*. “Educational psychology had a tiny beginning at TC that turned into an explosive thing.”

During his more than 40 years on TC’s faculty, Thorndike conducted one of the first scientific studies of genius and “bright children.” He also did early research in

adult learning and developed a series of vocabulary primers called *The Teacher’s Word Books*.

Mary Adelaide Nutting—perhaps the only person to start a field of study at the College while on staff at another institution—was another James Russell hire. At the end of the 19th century, the preparation of nurses was a

hodgepodge affair, with virtually no training for those nurses who wanted to assume supervisory duties. Nutting, then supervisor of nurses’ training at Johns Hopkins Hospital, was already a leading figure in her field when she set her sights on developing a program at TC that would treat the preparation of nurses as seriously as medical schools prepared doctors. Together with her colleague Isabel Robb, Nutting persuaded the American Society of Superintendents of Training Schools for Nurses (today the National League for Nursing) to approve the creation of a pilot instructional program, based at a university, for prospective administrators and nursing educators.

In 1898, Nutting and Robb traveled to New York City to pitch Russell that TC was the perfect place to upgrade

their profession. “Is there a nursing profession?” Russell asked them incredulously. In answer, Nutting and Robb took him to St. Luke’s Hospital in New York City to a class of some 30 young women who had just finished a 12-hour nursing rotation and were now diligently reciting aloud a section of *Gray’s Anatomy*. Nursing education could do better than this, they argued. Russell relented, and the following fall TC offered a program on “hospital economics,” the first to prepare nurses to become administrators and nursing educators. The program grew steadily, from just two students that first year to 250 by 1920. In 1907, Nutting left Johns Hopkins to join the TC faculty, becoming the first nurse ever appointed to a professorship. In 1910, a gift by TC Trustee Helen Heartley Jenkins created a division of nursing education at TC.

Nutting, with one of her students Isabel Maitland Stewart (the first master’s degree graduate of the program), led development of the National League of Nursing’s *The Standard Curriculum for Schools of Nursing*, which in turn sparked the establishment of university-based nursing programs across the country. Stewart, who took over the program after Nutting’s retirement in 1925, twice revised the standards.

During this same period, TC faculty members Henry Sherman and Mary Swartz Rose were creating the field of nutrition education. In summer 1904, Sherman—then on the Columbia faculty—began teaching a course at TC on the chemistry of food. Five years later, he was appointed chair of the fledgling Department of Nutrition and Food Economics in TC’s School of Household Arts, and that fall he hired Swartz Rose, who had earned a degree in home economics from TC and a Ph.D. from Yale University.

Together, the two went on to claim a number of firsts in their new field. Sherman wrote the first scholarly textbook, *Chemistry of Food and Nutrition*, in 1911, which would go through eight printings and remain in use through the 1950s. Swartz Rose later wrote her own widely used textbook, *Foundations of Nutrition*.

In fall 1909, Swartz Rose converted Room 401 in Grace Dodge Hall into the nation’s first nutrition education lab. She later wrote the first nutrition book outlining effective teaching for elementary school, and served as founding president of the American Society for Nutrition.

By the time Swartz Rose died in 1941, her textbook was in use at more than 350 colleges and universities, and nutrition programs had spread around the world.



BREAKING NEW GROUND TC was the first to define a professional education worthy of university rank.



COMMUNITY KITCHEN A cooking class in the laboratory at the Speyer School (circa 1905).

The field of special education also got its start at TC during those early years. Its progenitor was Elizabeth Farrell, initially a teacher at Public School Number One (the Henry Street School) in what was then New York City's most notorious slum, the Lower East Side. There, working with boys ages 8 to 16 deemed "incorrigible" and "mentally deficient," Farrell developed the nation's first special education curriculum (or "special instruction," as she called it). Farrell sought to understand her charges as individuals, tailoring an education to each based on his ability and stage of development. She engaged her students by choosing subject matter and experiences that were relevant to their lives. By 1903, 10 schools in New York City were teaching special education classes based on Farrell's curriculum. Ultimately, her methods spread across the country.

In 1915, Farrell joined TC as a lecturer and, with Leta Stetter Hollingworth, who by then was a professor of educational psychology and chief of the psychological lab at Bellevue Hospital, established the nation's first graduate program in special education. In 1922, a lecture Farrell gave students on how professionals in special education could share ideas and practices led to the creation of the International Council for the Education of Exceptional Children—today, the Council for Exceptional Children, the largest international professional organization dedicated to improving the educational success of individuals with disabilities.

In her keynote presidential address at the organization's inaugural conference, Farrell expressed hope that "public education...will become less machine-made and more individual; that the schools...will use the ability of each pupil group to its maximum; that the school will fit its burden to the back which bears it; that it will bring the opportunity of successful achievement to every child."

Today, a plaque with Farrell's profile hangs at the national headquarters of the Council for Exceptional Children in Arlington, Virginia. Yet her most enduring legacy is the fact that every special education student in the country must have an Individualized Education Plan, a mandate of the Individuals with Disabilities Education Act.

TC's Harold Rugg—a one-time civil engineer who taught both at the College and its progressive lab school, Lincoln—is considered one of the key founders of "the social studies." In 1929, Rugg published the first in a series of textbooks culled from his Social Science Pamphlets, booklets that comprised social studies materials for junior high schools. Over the next 15 years, these textbooks (more than 20 in all) became runaway hits, selling more than five million copies and creating the series model in textbook publishing. The central innovation of Rugg's approach was to tie the past to the present, melding history and the social sciences. Topics were invariably introduced through a social issue or problem relevant to students' lives, transforming the standard, chronological curriculum into a process of active civic engagement. Rugg went on to co-found the National Council for the Social Studies, but during the 1940s, his outspoken social criticism of business and the government's policies toward the poor and unemployed prompted Bertie C. Forbes, publisher of *Forbes* magazine, along with the American Legion, the National Association of Manufacturers and other organizations, to attack his textbooks as un-American. Many schools stopped using the texts, and by the late 1940s, they ceased to be published altogether. "Rugg's story reminds us," wrote the education scholar Ronald W. Evans in *This Happened in America: Harold Rugg and the Censure of Social Studies*, "that education is always political, and can never be neutral."

The launching of new disciplines and paradigms at TC was by no means confined to the College's early years.

During the 1950s and 60s, A. Harry Passow launched the field of urban education, leading a huge study of the

DID YOU KNOW?



The yellow school bus was conceived of at a conference held at TC in 1939.

Washington, D.C., school system that anticipated by decades the recommendations of later reformers.

In 1970, soon after receiving his TC doctorate, Robert Taylor took a job in the College's fledgling computer center and by 1973 was its director. In 1976, he founded an academic program in computing and education, the first at a graduate school of education, and soon afterward published one of the earliest books in the emerging field of educational technology, *The Computer in the School: Tutor, Tool, Tutee*, now considered a classic. By 1984, having co-founded TC's Department of Communication, Computing and Technology in Education, Taylor was a leading figure in the field and was called to testify before a committee, chaired by then U.S. Representative Al Gore, of the House Committee on Science and Technology.

"If introduced appropriately into schools," he told the committee, "computing will transform many aspects of education. In particular, it will...force us to be more aware of the process nature of real learning, and make formal learning environments more richly interactive than books, lectures and traditional classes alone can ever be."

In 1986, psychologist Morton Deutsch founded TC's International Center for Cooperation and Conflict Resolution. Known as the father of the field of conflict resolution, Deutsch, now an emeritus professor, has sought to define the conditions that lead to constructive ways of resolving differences between couples, in schools or cities, or among nations. The Center has trained New York City students, parents and teachers in constructive conflict resolution, and Deutsch's work also has influenced deliberations at the United Nations and American arms negotiations.

Another current emeritus faculty member, Edmund W. Gordon, was one of the architects of the federal Head Start program in the 1960s and a contributor to the famous Coleman Report, which first posited that students' family backgrounds and socioeconomic status outweigh the effect of schooling on their academic achievement. Gordon has since championed the concept of supplementary education—the idea that children from challenging backgrounds must be supported by an extensive scaffolding of caring community that includes after-school programs, counseling services, education for parents, and much more.

And then, of course, there is Maxine Greene, TC's William F. Russell Professor Emerita in the Foundations of Education. Greene is among the world's most influential educational minds, a philosopher in residence at Lincoln



STUDY, IN SEPIA TC's library, pre-Gottesman, in 1940.

Center and an inspiration to artists and political thinkers alike. Yet in the 1960s, interviewing for her position at Teachers College, she had to wait in the restroom because the Faculty Club admitted only men. Greene's quest is to make young people "wide awake," to art and the possibility of social change. She has written: "There are, of course, young persons in the inner cities, the ones lashed by 'savage inequalities,' the ones whose very schools are made sick by the social problems the young bring in from without. Here, more frequently than not, are the real tests of 'teaching as possibility' in the face of what looks like an impossible social reality at a time when few adults seem to care."

These are just some of the TC faculty who have charted new paths during the past 120 years. Former students have done so as well. To mention just two: Albert Ellis (Ph.D., 1947), who died in 2007, was one of the towering American figures in psychology. He was the founder of Rational-Emotive Therapy (later, Rational Emotive Behavior Therapy, or REBT), which offers a more active, direct approach to treating psychological disorders than traditional psychoanalytic models. Ellis' approach provided an early foundation for what is now the most commonly practiced psychotherapeutic modality, Cognitive-Behavioral Therapy.

And Howard University professor Marion Thompson Wright, who at TC in the 1930s became the first American black woman to earn a Ph.D. in history (her program was in history and educational sociology), pioneered in bringing black history into public school curricula through vehicles such as the *Negro History Bulletin* and Negro History Month.

Can a course on cell phones match this legacy? It may take another 50 years to learn the answer. But at TC, the odds are that, at any given moment, history is being made. ❧

Hope, Balance and Innovation

by *Thomas James*

When I was a boy, I had a friend whose father was a leading astrophysicist who worked with NASA and had amazing photographs from the first U.S. probe to reach the moon. The images formed a progression, showing the moon's surface at ever closer range. The last was taken only a few feet away, before the probe crashed. I remember feeling chills as I thought about the ingenuity that had gone into such an adventure.

My friend's father also told us how he worked with his graduate students. Standing before them, he would balance a broomstick on his palm, the brush end facing up, and move his hand to keep the broom upright. Then he would ask his students to design a machine on wheels, no larger than a cereal box, that could balance the broomstick just as he did. The challenge is essentially the same as creating a guidance system for flight—a problem of time, space and

matter, mediated by human ingenuity and tools.

Each of those memories says something to me about the process of innovation. The first, like the myth of Icarus, suggests the heroic failure of all human endeavor. However high we fly, we cannot escape our origins and limitations.

Innovation calls upon the hope of all those who have ever aspired to the skies in human learning.



And yet—as the second suggests—we are dancers who, striking the right balance, have the ability to channel natural forces toward beauty and ever deeper truth.

When I reflect on my own field of education, and on what I hope to accomplish at TC with my colleagues,

I see myself presenting a broomstick in much the same way. But here the force we seek to channel, the balance I hope to show with my agile hand, is human potential for learning, in a setting constructed to honor that potential for all people in all societies.

In our work, too, innovation calls upon the hope of all those who have

ever aspired to the skies in human learning. It demands that the balance of potential and constraint be rediscovered by each society in every age of the world. These are the essential properties, to my mind, both of learning and of life itself. Without innovation in this sense,

and without the balance to enact it, the human prospect will atrophy and any society will wither.

With both, we take flight once again.

Thomas James is Provost and Dean of the College



Taking Democracy Live

*TC's Margaret
Crocco and colleagues
are bringing social
studies into the 21st
century*

by Joe Levine



SCENE I – ESTABLISHING SHOT: Exterior of Teachers College, Horace Mann Hall. Gabled roofs, names of Lincoln, Dante, Webster, Aristotle et al. chiseled in granite.

Fade in: Office of Professor Margaret Crocco, coordinator of Teachers College's Social Studies and Education program. A humid morning in early August.

Crocco, tall, with an open, pleasant face framed by short blond hair, is on a conference call with the documentary filmmakers and former ABC producers Kayce Freed Jennings (wife of the late news anchor Peter Jennings) and Tom Yellin, as well as representatives from the education department of Jazz at Lincoln Center. The topic is *Let Freedom Swing*, a film that The Documentary Group, founded by Jennings and Yellin, is making about the affinities between jazz and democracy. The film will center on a joint appearance at the Kennedy Center on the eve of President Obama's inauguration by trumpeter Wynton Marsalis and former Supreme Court Justice Sandra Day O'Connor. Crocco and Ellen Livingston, a TC student also on the call, are writing a study guide to accompany the film in high school social studies classes. They have received a preliminary script treatment from Jennings, Yellin and director Robe Imbriano.

Yellin: So we've conceived of this film in three modules, with each designed as a way for teachers to get at the core ideas of one of the three founding documents of the United States—the Declaration of Independence, the Constitution and the Fourteenth Amendment.

Crocco: I'm a bit concerned that may limit its utility to teachers. The Declaration of Independence is taught mainly in eighth grade, so a tenth grade teacher might say, I can't use that.

Cross dialogue – general agreement.

Crocco: Also, the teaching of civics over-venerates documents and structures, and that goes against our end game here of participation. Democracy is like jazz—it's not finished. It's to be improvised on. So would you consider some modifications to how you build those modules, so they're not just tied to those documents, but to notions of democracy, as well? For example, the concept of 'E Pluribus Unum'—'from many, one'—runs through all three documents. So does equality among citizens and participatory democracy.

More cross-talk as Jennings, Yellin and Imbriano confer.

Yellin: I think we're of a similar mind. The reason we constructed the modules around these documents is to make



THE JAZZMAN AND THE JUSTICE Wynton Marsalis and Sandra Day O'Connor at the Kennedy Center. Crocco and Co. are working on a study guide to accompany a documentary about the occasion.

clear that we're not teaching jazz—that it's more of a civics lesson. But your way is better, Margaret—it's more organic to link a living art form to ideas expressed in documents rather than to just the documents.

Fade out.

SCENE II: Two weeks earlier, in a conference space on the fifth floor of TC's Gottesman Libraries—home of EdLab, a wonky-but-cool group that shoots videos and runs its own Web TV station. White boards with scrawled flow charts in multi-colored magic marker; lots of high-tech equipment.

Kayce Jennings, dark-haired with finely etched features, is meeting with a small group of TC faculty, students and staff to gauge their embrace of multimedia. Along with Crocco, who convened the meeting at Jennings' request, the group includes Carole Saltz, editor of Teachers College Press; Gary Natriello, Director of the Libraries; and assorted EdLab videographers, web specialists and others.

Jennings: So, the world of documentary production is changing, and we're trying to understand what's out there. Where do we go as a company and what kind of work should we be doing? We're learning that educational components should often be part of a project, and that got us to thinking about TC. And we're guessing that the academic and publishing worlds must be thinking in the opposite direction—that, increasingly, there has to be a visual component to what they do. So this is really an exploratory conversation, to learn about that landscape.

Fade out.



LEADERS IN A MOVEMENT

Jennings is right—multimedia is arriving in education in a big way, and nowhere more so than in the field of social studies. In a statement released this past year, the National Council for the Social Studies asserts: “We live in a multimedia age where...young people regularly engage with music and videos via MP3 players, constantly text their friends with their cell phones, check the latest videos on YouTube, and even upload ones themselves.” The times demand a new kind of media literacy—the skills “to critically question and create...the digital, democratic experiences necessary to become active participants in the shaping of democracy.”

There is arguably no one doing more to create “digital, democratic experiences” than Margaret Crocco and the team of people she has gathered around her at Teachers College.

In 2007, with \$1 million in funding from the Rockefeller Foundation, Crocco led the creation of “Teaching *The Levees*: A Curriculum for Democratic Dialogue and Civic Engagement,” a 112-page multimedia tool that explores civic issues raised by Hurricane Katrina and its aftermath. The curriculum is keyed to director Spike

DIGITIZING DEMOCRACY Chalkboards still have a place, but Crocco and her team at Teachers College are using all media to relate past to present.

Lee’s four-hour HBO documentary *When the Levees Broke: A Requiem in Four Acts*. Thirty thousand copies of a boxed set, published by TC Press, that combined the curriculum with a DVD of the film, were distributed free of charge to schools, churches and community organizations around the country, and the curriculum continues to be regularly downloaded by new users from a site created by EdLab.

“Teaching *The Levees*,” which won several prestigious honors, put Crocco and TC on the map, both as leaders in innovative curriculum development and as a resource for filmmakers around the country. Since then, Crocco has directly worked on, or else farmed out to faculty colleagues and doctoral students at TC, curricula for *Pray the Devil Back to Hell*, a film by Abigail Disney about the grassroots women’s movement that helped end Liberia’s horrific civil war and put Africa’s first elected female leader in power; *Revolution ’67*, a documentary by Marylou and Jerome Bongiorno about the race riots in Newark during the sum-



mer of 1967; “Vietnam Now,” a resource that provides select high school and college teachers access to documentary footage—and accompanying lesson plans—about the American war in Vietnam; and “Mapping the African American Past” (MAAP), an online teaching tool that spotlights contributions by African Americans to New York City’s cultural and architectural history. (Both the “Vietnam Now” and MAAP projects came over the transom courtesy of Frank Moretti and the Columbia Center for New Media Teaching and Learning, featured on page 26.)

“Documentary films that explore historical material and historical territory have become enormously important in the classroom,” says the Rutgers historian Clement Price, who consulted on the teaching materials for *Revolution ’67*, a film in which he also appears. “What Margaret Crocco has done so well, especially in the curricula developed for the films by Spike Lee and the Bongiornoes, is to explore what Jim Horton [James Oliver Horton, a historian at George Washington University] calls ‘the tough stuff of American history’—not just slavery, but the 20th century narrative of civil disorder; the conflicts over racism, gender and sexism, and the oppression of minorities—and bring it widely into K-12 classrooms. These things have been taught at the collegiate level since the 60s, but not at the lower level, where the emphasis traditionally has been on the consensus narrative of Americans getting along. They’re hugely important, because we Americans are a riotous people. Our country began with a riot, the Boston Tea Party, and civil disorder has helped to complicate our society ever since.”

Work that bears Crocco’s imprimatur has several distinguishing features.

First and foremost is a focus on democracy and the democratic process—and the struggle to make that process serve all citizens. The films for which Crocco and her associates have produced curricula amount collectively to a portrait of a world the process isn’t serving—impoverished, war-torn Africa; the slums of Newark; the lower Ninth Ward of New Orleans—and the central question they ask, explicitly or implicitly, is the one that formed the basis for the entire “Teaching *The Levees*” project: What kind of country do we want to be?

“As Americans and human beings, we must address the issues of race and class unveiled in the aftermath of this storm,” Crocco wrote in her introduction to “Teaching *The Levees*.” “We the people’ must understand better what we can and should expect—or not—from our government, our

neighbors and ourselves in dealing with the countless modern threats to ‘life, liberty and the pursuit of happiness.’”

Social studies as practiced by Crocco, then, is not a didactic experience.

“The word ‘educate’ comes from the Latin ‘*educare*,’ which means ‘to draw out’—to draw out of others what their views are,” she said, reflecting in her office after the phone conference with Yellin and Jennings. “So I’m not someone who lectures in the classroom. I see social studies not as the banking model, where you, as the teacher, pour all you know into students, but as a midwifing process, where, with an appropriate amount of input, you help people discern their own views on the issues.”

“What Margaret Crocco has done so well is...to explore...‘the tough stuff of American history’...and bring it widely into K-12 classrooms.”

~ CLEMENT PRICE, RUTGERS HISTORIAN

Crocco believes classroom teachers and their students must be engaged as participants—not merely in discussion, but in the exercise of democracy itself. Toward that end, the cultivation of media literacy is central, as, for example, when Crocco and her TC colleague, social studies faculty member William Gaudelli, piloted their “Vietnam Now” curriculum over four days this past summer with a small group of New York City-area teachers.

“Vietnam was the first and, as of now, the last true television war,” Gaudelli, a youthful looking man with tousled brown hair, told the class in his opening remarks. “The networks brought raw footage of firefights into American living rooms every night, and over time, the media played a major role in negatively shaping Americans’ opinion of the war. By contrast, coverage now of Iraq and Afghanistan is much more tightly controlled by the military, and thus much more sanitized.”

“Vietnam Now” is not a printed document, but instead—at this point at least—a class that teachers take with Crocco and Gaudelli. The teachers have access for a year to hours of footage from *Vietnam: A Television History*,

a 13-part documentary series that aired on WGBH public television in Boston during the 1980s. In the pilot group in June, the teachers also heard from a cast of visiting scholars that included Columbia journalism professor Todd Gitlin, author of *The Sixties: Years of Hope, Days of Rage*, and himself a former leader of Students for a Democratic Society; W.D. Ehrhart, a Vietnam veteran and author who received a Purple Heart and two Presidential Unit Citations; Judith Cramer, an educational technology specialist at TC who walked participants through a documentary photojournalism project they could do with high school students on the theme of remembrance; and Tracey Weis and Ron Frankum, history professors from Millersville University in Pennsylvania.

In a particularly fascinating session, Weis and Frankum talked about famous photographs that most people associate with the Vietnam war: the Buddhist monk lighting himself on fire in 1963; the Saigon chief of police holding a gun to the head of a captured Vietcong suspect, moments before executing him; the young child, hit by napalm, running naked down a dirt road; the Kent State student wailing over the body of a fellow protester shot by the National Guard.

"These are all images that galvanized the anti-war movement," Frankum said.

Then he showed a black-and-white, seemingly archival photograph to the group and asked them to guess the story behind it. In the photo's foreground, an Asian woman and child appear to be exiting a ship. Anxiety is written across their faces. A white naval officer hovers over them, as well as an Asian man who could be a priest. In the rear, several other men, possibly ship's personnel, watch and smile.



Frankum's listeners offered a variety of scenarios, all similar: The woman needs help. The naval officers are in charge, but communication is proving difficult. Beyond that, no one could guess the specifics of the situation, or the dynamics between the players.

Frankum then told the group he'd found the photo one Friday afternoon a decade ago in a box in the Texas Tech University Vietnam Archive. "I was struck by the woman's face—the anguish and hopelessness and frustration, but also the hope of someone who has finally escaped and has a new opportunity. They were all the emotions of the Vietnam War. But what was going on? Where were the men and women of fighting age? Why was there a priest in the picture? I looked at the back, and it said 'Operation Passage to Freedom,' and I'd never heard of that."

The operation was an American one, he learned, conducted in 1954 in response to the agreement reached that year in Geneva partitioning Vietnam into two countries. Some 810,000 people had been relocated from north to south, and 80,000 from south to north.

Haunted by the image, Frankum finally wrote a book (*Operation Passage to Freedom: the United States Navy in Vietnam, 1954-1955*, published in 2007 by Texas Tech University Press) that stands apart from most American considerations of the war.

"I would argue that this was the first major American operation in Vietnam, and that it was, in fact, humanitarian," Frankum told the class. "It was actually the largest human sealift in history. But no one had written about it. This incredible image of the Vietnam War had been bypassed because of our focus on the war in the 1960s."

Questions followed Frankum's account. Had the people who were relocated been forced to do so? Who were the decision makers? In asking, the teachers, of necessity, had to go beyond standard preconceptions about the Vietnam War—a process set in motion two days earlier by Columbia professor Charles Armstrong, who had pointed out that in Vietnam's long history of repelling powerful invaders (China, Japan, France) the Americans were just a blip.

"Vietnam is a country, not a war," Armstrong said, "and that's still worth keeping in mind today."

HISTORICAL ASSOCIATION (At left) William Gaudelli teaches 'Vietnam Now' with Crocco at TC. (Opposite) An image from the U.S. Operation Passage to Freedom in Vietnam.



FREEDOM OF ARGUMENT

As the Frankum session suggests, it's the debate, far more than the conclusions, which Crocco and her team are interested in.

"The hallmark of a good discussion isn't that we all walk away saying, 'Oh, great, now we all see eye to eye,'" says Maureen Grolnick, a longtime educator and researcher who served as project manager for "Teaching *The Levees*." "So, with *The Levees*, we expected that there would be people who'd say, 'People are poor because they don't work hard.' That's actually kind of a basic philosophy in this country—that you get what you deserve, and look at all the poor people in American who've done well. We welcomed that and thought it needed to be examined, even though, almost entirely as a group of writers, we didn't hold that point of view."

In that same spirit, the curricula produced by Crocco and Co. direct some of their sharpest scrutiny at the documentaries they are meant to accompany.

"People often think of documentary film as more truthful, but I would say there's as much 'truthiness' as truth in a documentary," Crocco says, borrowing the comedian Stephen Colbert's reinvented term. "Because it still is about a set of choices that a person makes, and the way in which one wants to arrange the narrative—what one brings in, what one leaves out."

Thus the "Teaching *The Levees*" unit on media literacy takes special note of how Spike Lee, at the beginning of *When the Levees Broke*, juxtaposes alternating scenes of Mardi Gras with images of desperate families waving from rooftops as helicopters fly over the sunken city, all set to a haunting soundtrack of Louis Armstrong's "Do You Know What It Means to Miss New Orleans?"

"If this opening sequence of images and sound and text were the only reference you had to determine Spike Lee's intention for his entire documentary film, what could you say about it?" the unit asks.

Indeed, Lee's viewpoint is so strong that at one point it became more than a matter of academic concern for the curriculum's creators. During the summer of 2007, as the date for national distribution of the *Levees* package approached, the TC team belatedly realized that commercial CDs of the film include a director's commentary track. On it, Lee vents his anger and disgust with how government at all levels responded to Katrina, at one point saying, "F*** the president." At TC, there was a convulsive moment, as debate ensued over whether to leave the track on. Crocco

“People often think of documentary film as more truthful, but I would say there’s as much ‘truthiness’ as truth in a documentary.”

~ MARGARET CROCCO

was among those who voted yes, but a larger bloc, which included Grolnick, prevailed.

"I'm rarely on the conservative side and I very much admired Margaret for taking such a principled stand, but I wanted this to get used," Grolnick said. "I had been a high school principal, and I knew that having Spike's commentary on the CD would just give parents and school boards the opportunity to say, 'No way.'"

EMBRACING CONTROVERSY

Crocco clearly is a member of TC's establishment: chair of the College's Arts and Humanities department, a former head of its Faculty Executive Committee and a frequent

presence on other administrative committees and councils. She is easygoing and pleasant, and, by her own description, leads “a prosaic life” (she’s married, with grown kids, and lives in suburban New Jersey).

And yet, she seems to find her way to controversy—and it to her. In 1968, she was nearly kicked out of Georgetown as a freshman after participating in a takeover of the dean’s office to protest on-campus ROTC activities. A recent op-ed she wrote for the *New York Times*, criticizing alternative teacher certification programs such as Teach for America, drew hundreds of responses, both on the *Times*’ Web site and in letters that Crocco has received personally. At her behest, TC’s social studies program offers a course titled “Teaching Controversial Issues.” Even the very fact that social studies at TC centers on questions of citizenship is, in a sense, controversial, for at many other education schools, social studies takes a more strictly disciplinary approach.

To Crocco, there is no disconnect between her seemingly mild nature and the often fiery nature of her work. “I believe in the democratic process, which is about dialogue and compromise,” she says. “And I try to respect the people with whom I work.” Those values were instilled early on: Crocco’s parents, who “started out as Republicans from the Midwest,” are churchgoers who sent their six daughters and two sons to Catholic schools in the Newark suburbs. Still, “they believe in the 1960s brand of Catholic theology, which is a whole lot more progressive than anything we’ve seen in the past 20 years,” Crocco says. At the Catholic girls’ school she attended, Crocco says, “we learned that the nun who founded the order, Mother Cornelia Connelly, had championed a serious education for middle-class women and education for the whole child that included the arts and sciences. Mother Connelly’s emphasis on the whole child came decades before John Dewey’s like-minded proposals for the reform of education.”

Her schooling, together with the influence of her mother, a schoolteacher and later a principal whom she describes as “a powerful role model,” account for Crocco’s strong feminism, a side of her work that nowadays gets less attention. She is the recent editor, with Carol Berkin of Baruch College and Barbara Winslow of Brooklyn College, of *Clio in the Classroom: A Guide to Teaching U.S. Women’s History*, published by Oxford University Press. And one of her earliest publications, written while she was still a high school teacher, presages her later documentary work—a monograph titled “Reclaiming Lost Ground: The Struggle for Women’s Suffrage in New Jersey,” written with Neal



McGoldrick, also a high school teacher.

“The women of New Jersey, between 1776 and 1807, became the first women in the world to vote,”

Crocco says. “We were funded by several New Jersey organizations, and that piece ended up in every library and historical association in the state. I loved doing it—I discovered that I like doing creative work that has a practical benefit for teachers.”

In all, Crocco says her upbringing provided her with “a healthy dose of women’s empowerment before the women’s movement was really in full flower”—and it planted a stubborn insistence on enacting democracy that at times caused her parents consternation.

“They didn’t always know what to make of me,” Crocco says, with a laugh. Her father, a businessman, “was very concerned when I was going to all the marches in Washington, and when he got a letter from the dean at Georgetown saying, ‘one more time like that and she’s out.’ But I was just taking what my parents had taught me to its logical conclusion.”



A CONVERSION EXPERIENCE

Yet—ironically, for someone whose curricula now attends to films such as *Forrest Gump* and *The Green Berets*, not to mention cell phones and wikis (internet sites where people can share opinions)—on the subject of popular media in teaching, Crocco was, until recently, an avowed conservative.



CITIZEN CROCCO

(Clockwise from top left) Margaret Crocco speaking at President Susan Fuhrman's inauguration in 2007; at the debut of the "Teaching *The Levees*" curriculum in 2008; in a classroom at TC in the 90s; with Democrats for Dissent at Oak Knoll School in Summit, New Jersey in 1968.

"I would say that I was a resister in many ways," she says. "I do love digital technology and its power in teaching social studies. The Web has provided an extraordinary fix for satiating my desire to know more and more about the world. But I was still quite leery of entertainment and gaming media, having read a lot of the research of the early communication scholar George Gerbner whose work focused on violence, TV and movies, and some later research on sexism, misogyny and violence in video games. But the Internet won me over in terms of seeing what 'value added' it could bring to teaching social studies. Our program was a leader at Teachers College in bringing digital media into our classes, even before we did *The Levees*. The Deweyan in me always said, 'You've got to meet kids where they are, and they simply don't read as much as they used to.' I was reluctant about that, but the whole *Levees* collaboration was a real conversion experience for me."

The project came to Crocco because Judith Rodin, president of the Rockefeller Foundation, asked TC President Susan Fuhrman if there was someone at TC who could do the job. Rockefeller had provided support for Spike Lee's

film, and Rodin, in her previous job as President of the University of Pennsylvania, had been Fuhrman's boss when Fuhrman was dean of Penn's Graduate School of Education.

"The lessons of Hurricane Katrina were so profound and timely, and the Spike Lee film so monumental, that we felt a huge opportunity would be lost if there were no educational component attached," says Darren Walker, Rockefeller's Vice President of Foundation Initiatives. "Films of this significance are rare, and hopefully experiences like Katrina are rare, as well. And therefore we had to capitalize on this educationally, both because it offered such a vivid palette for discussion and reflection, but also an opportunity to learn and understand how something like that should never happen again. So we were looking for something engaging, nontraditional, creative, rigorous—and TC delivered. The final product created by Margaret and her team was absolutely stunning in substance and design."

Spike Lee, reached by email, put it more simply. "I'm elated that Prof. Crocco and Co have made an informative, educational study guide to complement *When the Levees Broke*. I consider my films a success when they are being taught and used in classrooms around the world."

The *Levees* effort resulted not only in the creation of a curriculum, but also the invention of a process—one that reached across departments and disciplines, brought in publishing, marketing, the Web and other venues, put students to work and in every way added up to more than the sum of its parts.

TC Press, which published and distributed "Teaching *The Levees*," produced the now-legendary Box—the compact, shipping-worthy packaging for the curriculum and DVD that echoes the film's stark graphics while still managing to create branding for TC, Rockefeller and HBO. The *Levees* package won an award for design and printing from the International Association of Printing House Craftsmen.

The library's EdLab division, given the open-ended charge to build "a Web presence" for the curriculum, went far beyond merely creating a Web site and posting the curriculum online. The team set up blogs that facilitate conversations among teachers using "Teaching *The Levees*." They created links (regularly updated by Ellen Livingston) to current news with relevance to Katrina. They dispatched video crews down to New Orleans, to film students doing "social action" projects of the kind recommended by lessons in the curriculum—cleaning up flood-ravaged yards, holding workshops on racial attitudes; to San Diego, to film a teacher

conducting a simulated trial of the federal government for its role in Katrina; and to Brooklyn College, to capture a discussion led by Crocco and the multicultural scholar James Banks. (Check it all out at www.teachingthelevees.org.)

“We felt all this material could serve as professional development opportunities for teachers,” says Hui Soo Chae, who heads up research and collaboration for EdLab. “It was very nontraditional, because professional development is usually just about bringing people to conferences. It’s to Margaret’s credit that she was open to it and supported us in doing it.”

But the centerpiece to “Teaching *The Levees*” clearly is the written curriculum itself—an amazingly comprehensive and thought-through document that, in addition to its individual teaching modules, includes a two-year timeline of events in New Orleans leading up to, during and after Katrina; another timeline, from 1993 to 2007, that details the evolution of the Federal Emergency Management Agency (FEMA) and other national events that bore heavily on New Orleans’ fate; and a list of more than 90 people appearing in the Spike Lee film, from George Bush and FEMA chief Michael Brown to local residents like Herbert Freeman, whose elderly mother died in her wheelchair outside the Superdome, waiting in the heat for an evacuation bus that never came.

The curriculum offers detailed guidelines on how to conduct “democratic dialogues” (“listen to what others are saying; be prepared to restate their point of view and its rationale, even (especially) when you do not agree with it”). It includes census data on New Orleans, broken down by household wealth, race and other indicators. There are scores of questions posed in each lesson—some aimed simply at ensuring students’ intake of information from the film (“What is FEMA?”), others at getting them to marshal evidence and exercise judgment (“What does Spike Lee want the viewer to think about the order to evacuate? What makes you feel this?”) and still others at provoking emotional responses that will put the students in the shoes of those who lived the drama (“When I think of home, the feelings, sights, sounds that come to me are ____?”)

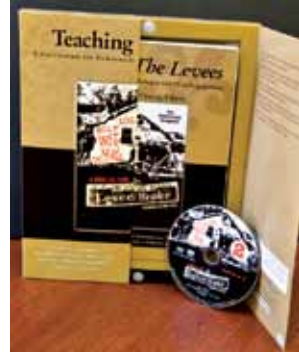
The lesson plans guide teachers step by step but also emulate what one unit on media literacy—written by Judith Cramer with a former TC student, David Boxer, and Duane Neil, an art teacher at Chapin School in New York City—describes as the essence of 20th century art and photography: the dispensing with physical frames, an approach that “allowed viewers into the image to participate in creating

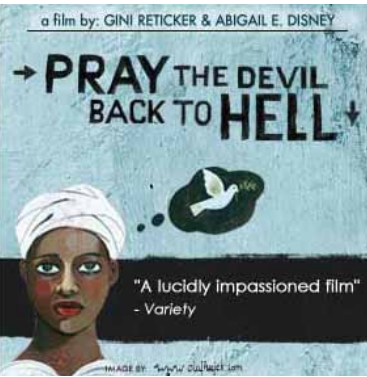


meaning.” Similarly, teachers using *The Levees* are encouraged to mix, match, adapt and simplify sections to meet the particular needs of their students, and to bring in other materials as they see fit.

Perhaps most impressively, for a document written by nearly 20 people, each unit, while standing on its own, talks to and comments upon the others. That conversation starts in the opening unit, a history of New Orleans co-authored by Cally Waite, an associate professor of History and Education at TC, which bears the seemingly innocuous title of “An American City.” In it, we learn that as a result of alternating French and Spanish rule, the importation of slaves and an influx of more than 10,000 people during the Haitian Revolution, New Orleans became the nation’s most diverse and exotic city—an aura that has persisted so strongly into the present that news anchor Brian Williams, welcomed by a city official just a few years prior to Katrina, was told “You are now leaving the United States.” That point comes front and center in a later unit, “A Sense of Place, A Sense of Home,” written by William Gaudelli, Tom Chandler (then a doctoral student in the social studies program and now an expert on disaster preparedness at Columbia’s Mailman School of Public Health) and Yom Odamtten, a master’s degree graduate from the social studies program who now teaches at the Dalton School in New York City.

The unit opens with the statement, made just days after Katrina by then House Speaker Dennis Hastert, that “it looks like a lot of that place could be bulldozed.” It poses the central question, “Given New Orleans’ geography and history of neglect of its infrastructure and natural resources, should the city be rebuilt? And if so, who gets to decide?” and subsequently asks, “If San Francisco were destroyed by an earthquake, do you think many public officials would suggest that the city should not be rebuilt in the same location?”





THE LEVEES AND BEYOND

(At left) Spike Lee says *The Levees* curriculum helps confirm the success of his film. *The Levees* curriculum Box set. (Above) *Pray the Devil Back to Hell*, another documentary for which Crocco and Co. have written a curriculum.

The unit powerfully reflects the particular expertise of its authors. Chandler's contribution is a focus on the ways that geography, natural forces and technology dictated Katrina's short- and long-term impact on people's lives. Gaudelli pulls history into the chapter in artful, selective strikes—an approach he learned while teaching at Hunterdon Center Regional High School in New Jersey under the noted social studies innovator William Fernekes.

"Students are most engaged by issues of the day that could have an impact on their own lives," Gaudelli says. "So you bring in history where it's relevant. It took a couple of years for me to figure that out, but when I did, it changed everything for me."

Crocco herself didn't write any of the individual units in this sprawling enterprise, but her fingerprints are on all of them. And it was she, with Grolnick as her "right brain," who coordinated, filled holes, cracked the whip and, above all, stayed focused on the curriculum's big picture. "I was the oldest of eight kids, so I'm used to giving the orders," she says with a laugh.

It was a leadership challenge that someone differently constituted would probably have found overwhelming.

"Margaret embraces the messiness," Grolnick says. "That's such an important strength she has. She never once said, in a meeting, 'No, this is how it's done,' which would be a discussion-stopper. Someone else with a different style would still have created a product in the end, but it wouldn't have had nearly the richness."

TAKING IT TO THE NEXT LEVEL

The team Crocco pulled together for "Teaching *The Levees*" continues to evolve with each new project, as old members rotate in and out and as Crocco taps new sectors of TC. Social studies doctoral students Ellen Livingston, who worked on *Pray the Devil Back to Hell*, and Noel Baxter, who worked on *Revolution '67*, are taking up the mantle. New projects are on the docket or under

discussion, including collaborations with Jennings and Yellin for "Let Freedom Swing" and a possible, much larger documentary about Shakespeare, and study guides to accompany possible HBO films on subjects ranging from the life of theater impresario Joseph Papp to rape in the Congo. More recently another TC social studies faculty member, Anand Marri, has received funding from the Peter G. Peterson Foundation to create a curriculum about the national debt.

"Margaret was the obvious choice for us because of *The Levees*, and simply because of who she is—her integrity, her vast knowledge, her expertise in crafting lessons that are targeted but allow critical thinking, and that focus very big ideas into understandable bites," says Marylou Bongiorno, co-producer of *Revolution '67*. "She also was able to appoint great people to the project and stimulate them to take a larger view."

And Abigail Disney, who also approached Crocco for curriculum work related to *Pray the Devil Back to Hell* because "*The Levees* is the gold standard," says simply, "I think TC is an amazing resource, and I hope other directors use it."

The challenge for the future, as Crocco sees it, is to keep the process from ever becoming overly prescriptive or formulaic, yet still systematize it enough to avoid repeating first-effort fumbling around.

Her dream is to create a funded center at TC with the resources and machinery to identify potential clients, analyze their proposals and requests, and channel them to the right faculty members and students.

At the end of the meeting with Kayce Jennings and the TC team in the library in July, Crocco briefly took stock. "In the old days, faculty members like me would get called on to write a textbook," she said. "That was great, and we hope it continues. But now—well there are a lot of resources here the College. Our name belies the kind of depth and breadth we have here. We've got a lot of firepower, and we'd like to do more of this."

DID YOU KNOW?



TC Professor Harold Rugg, a key founder of the field of social studies, created the series model in textbook publishing with his Social Science pamphlets.

Saying Yes to Technology

TC alumnus Frank Moretti is a worldwide force in digital education

From curricula by Margaret Crocco to the Global Classroom at Jeffrey Sachs' Earth Institute, much "new media" in Morningside Heights and beyond comes courtesy of Frank Moretti and his Columbia Center for New Media Teaching and Learning (CCNMTL).

The Center was dreamed up by Moretti (who holds an appointment at TC as Professor of Communications) and his former TC thesis advisor, Robbie McClintock, and launched in 1999 by Moretti and Maurice Matiz. Housed on Columbia's Morningside campus in Butler Library and Lewisohn Hall, as well as at the 168th Street medical center, CCNMTL employs 40 full-time people. It serves all 18 schools within the university and over 3,000 individual faculty members.

"We're information consultants who promote the purposeful use of technology in education," says Moretti, a bearded ex-teacher of high school Greek, Latin and philosophy who looks like a milder Ernest Hemingway.

The Center builds or partners on technologies like CourseWorks, an online course management system that supports 6,000 offices of instruction. It helps organizations inside and outside Columbia organize their information. And it works with individual faculty, often serving as co-primary investigators and grant recipients. These collaborations, which emphasize research, classroom applications and helping underprivileged communities, have included the Earth Institute's Global Classroom, which enables leading thinkers and students around the world to hold real-time discussions on problems of sustainable development; Masivukeni, a program that enables health clinics in Cape Town, South Africa, to assist people with HIV in adhering to antiretroviral therapy; Engaging Digital Tibet, which enhances the teaching and learning of Tibetan material history; and The Southside Chicago Documentation Project, a web-based environment that centers on a digitized collection of the *South Street Journal*, a once-powerful local newspaper.



TECH SAVVY, but with a philosopher's outlook.

At TC, CCNMTL has worked with psychologist Herbert Ginsburg to develop VITAL, a tool that archives video and embeds it, footnote-style, in text, so that academic papers become multimedia presentations. CCNMTL was also the lead partner with WGBH Public Television in Boston in creating "Vietnam Online," a digital library anchored by footage from the station's landmark 1980s document-

ary, *Vietnam: A Television Experience*. Moretti engaged faculty from around the College—including Crocco and William Gaudelli, who produced their "Vietnam Now" curriculum. And CCNMTL is part of a big grant TC received in October to create a new urban teacher residency program.

How did a former humanities guy become a worldwide force in digital technology?

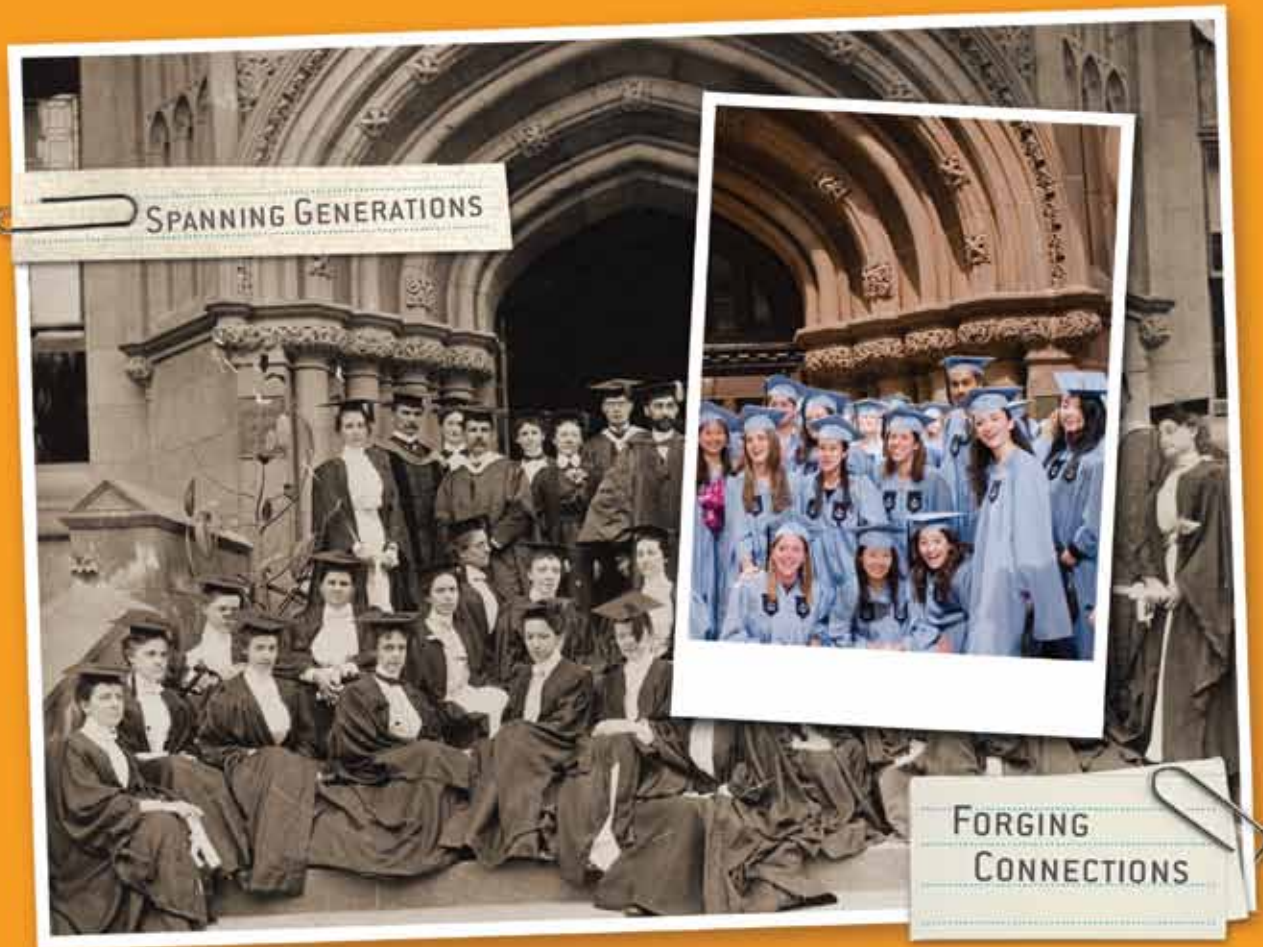
"Meeting Robbie was the key," says Moretti, who, as a history doctoral student at TC in 1969, secured McClintock as his advisor and Lawrence Cremin and Maxine Greene on his dissertation committee. "He had a room-sized word processor that had 256K memory and giant floppies. He and I taught human communications, about the emergence of printing and the formation of nation states. We looked at what was going on around us with computers, and we said, Jeez, we're living in another great revolution."

Later, as Associate Headmaster of Dalton, a private school in Manhattan, Moretti fielded a \$4 million gift to the school from the Tishman realty family to experiment with technology. "Robbie went on leave to work with me, and we produced something that *Time* featured in a story on the new world of learning. After that, McKinsey [the consulting organization] used us to instruct CEOs, and it built from there."

Ultimately, Moretti retains a philosopher's perspective. "Twitter, Facebook—who ever thought capitalism would get to the point where the product is created by the consumer?" He laughs uproariously. "Marx would have loved it!" 🍷

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They're All Her Children

Lynn Kagan is helping the world's poorest countries set standards for early childhood learning

by Patricia Lamiell

The Green Revolution had Norman Borlaug. Clean drinking water had Abel Wolman. Polio vaccination had Albert Sabin. And some day, when historians look back at how developing nations in the early 21st century created systems for educating their very young children, the name that will likely join those ranks is that of Sharon Lynn Kagan.

For nearly a decade, Kagan—TC's Virginia and Leonard Marx Professor of Early Childhood and Family Policy, and co-director of the National Center for Children and Families—has traveled the world from Brazil to Tajikistan as the lead exponent of a UNICEF-sponsored program, helping more than 40 of the world's poorest countries write, implement and monitor standards for early childhood development and learning. Together with her Yale University colleague and former TC student Pia Rebello Britto, she is helping these nations "specify what young children should know and be able to do," from birth to age nine, and "articulate expectations for children's growth, development and well-being."

Kagan's experiences are as varied as the countries she visits, but in two respects, she always follows the same basic script. First, she and Britto meet with children on their own

turf—preschools, playgrounds, parks or even at home—to ground her work in the everyday activities and needs of her ultimate clients. And, second, they meet with the highest-level government and United Nations officials, as well as educators, social workers, teachers, child and health care workers and parents, because only buy-in from these stakeholders ensures that the pair's efforts will translate into official policies resulting in sustainable, systemic change.

"The standards do not walk alone," said Kagan, who goes by "Lynn," one afternoon this past summer between trips to South America and Australia. Her third-floor office in Grace Dodge Hall was sunny and cheerful, crammed with flags, artifacts and gifts from children around the world. "If you believe in the value of setting common, countrywide expectations for children, and you do so using both a values-driven and research-based approach, you really provide the platform for everything else that goes on for early childhood in those countries."

"Everything else," in Kagan's model—developed over 30 years of working with children and the policy issues that affect their lives—is a broader, fully integrated system that encompasses curriculum, teacher preparation and certifica-



tion, parenting education and national monitoring. In her ideal scenario, standards form the base for a nation's holistic approach to serving young children and their families.

Kagan is a research scholar who focuses on the application of that research to policy. Her expertise lies in knowing the data cold and in understanding policy—its levers, players and pathways. A former Head Start teacher and elementary school principal who earned her master's and doctoral degrees at TC, Kagan co-chaired the National Education Goals Panel (convened by the first President Bush in 1989) on Goal One, which focused on young children's readiness to learn upon arriving in the school system—the research she now draws on in her UNICEF role. She is a frequent consultant to the White House, Congress, the National Governor's Association, and the U.S. Departments of Education and Health and Human Services, and has headed a score of major organizations, including the National Association for the Education of Young Children.

Most recently, Kagan chaired the National Task Force on Early Childhood Accountability, contributed to a report by the National Center on Education that argued for reallocation of some \$60 billion a year toward pre-K schooling, and helped produce "Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity," a report released by the National Research Council this past July.

In short, Kagan is uniquely experienced and skilled in making policy happen, and that makes her ideal for the UNICEF assignment, even though she speaks only English fluently. She has worked in countless countries, and Britto, who grew up in New Delhi, India, brings to their partnership a deep understanding of the role of culture in moving policy. After all, something so profoundly embedded in the fabric of a society as the development of children can't simply be legislated from the outside. It has to be culled from within and made local—or "values-driven"—and that's what Kagan has done her entire career.

Both Kagan and Britto emphasize that UNICEF played a critical role in conceiving, developing and expanding the program. It was UNICEF, they say, which, because of its deep and broad history in the developing world, was able to reach into the countries and make sure that local governments in each case were in control. "This project could not have found a better partner than UNICEF," Britto says. "As a UN agency interested in children, there is none better. We would not be in 40 countries if they were not in those countries."



THINKING GLOBALLY (Above) Pia Rebello Britto and Sharon Lynn Kagan (right) in Kuala Lumpur, Malaysia. (Opposite) Kagan with children in Tashkent, Uzbekistan.

Abhiyan Rana, who joined UNICEF at its New York headquarters in 2009 as education specialist for early learning globally, said Kagan's and Britto's work is "unique in that it doesn't give a global standard for all governments. We ask the countries to develop their own standards." But as unique as Kagan and Britto are, they have taken on a less direct role as they have added programs in Africa, Southeast Asia, Eastern Europe and South America. "We started moving toward developing resource groups in regions, and, with Lynn and Pia's assistance, the training of trainers," Rana said. Kagan and Britto have also developed an interactive resource package which countries could use on their own.

Kagan's role is to help countries create standards that reflect their own values.

In sum, Kagan's role with UNICEF has been that of a consultant. Her stated aim is to present client nations with a body of information that each can then adapt to its specific cultural, geographic and sociological contexts. Mongolia, wedged for many years between the giant powers China and the former Soviet Union, prizes its national identity, and that is reflected in the early learning standards Kagan helped develop there. Jordan's plan emphasizes spirituality, a highly valued dimension in that country; Ghana's, creativity and initiative-taking.

"I developed some option templates for the different ways countries could go, and if they invest in 'x', I show what the likely gains are going to be, as opposed to if they

invest in 'y,'" Kagan says. "That work puts me in touch at the ministry level, usually with ministers and deputy ministers, which is very focused with direct implications for practice. But I also often end up testifying before legislatures in a number of different countries, and often they are far more at a policy level and a big-think level. And obviously I try to link the two."

Still, the core of the information Kagan and Britto bring to each country reflects the research of about 400 early childhood experts. They believe children need to hit certain benchmarks along five domains—physical and motor, social and emotional, language, cognitive skills, and processing—before they are ready to go to school. "Are they task-persistent, resilient, [do they] manifest creativity, curiosity, engage well?" Kagan says. "I would say that there's a 75 percent overlap in the standards that all the countries create, and that's the fundamental scientific stuff. The rest is unique to each country."

The UNICEF project grew from a pilot project in six countries—Jordan, the Philippines, South Africa, Ghana, Paraguay and Brazil—to more than 40 by the time the project's first phase, run by UNICEF's central office, ended in 2007. Now Kagan and Britto are working with regional UNICEF offices and individual countries. They prepare for each visit by doing extensive research, not only about a country's children but also about its geography, economy, history and culture. Kagan typically arrives a day early to get the feel of the place. Through their meetings with government ministers, teachers and children, the two also work with practitioners to identify a country's most important values. In Ghana, for example, participants in the working group "felt there was a tremendous amount of creativity that was latent," Kagan recalls. "So their goals highlighted artistry and creativity."

Kagan and Britto help country officials translate such values into domains of development (motor, social and emotional, language and cognitive), with each domain and value weighted for different emphasis. For each domain, a set of



related standards is developed by those who work or study young children.

After country-wide standards are agreed upon, they are validated by teams of researchers and educators. Finally, the teams, with assistance

from Kagan and Britto, agree on methods to monitor performance. In countries that have moved the farthest through all the phases, the standards are knit into a set of countrywide policies covering all aspects of early childhood development, including childcare, education, health care, nutrition and parenting.

All of this takes time, and the ultimate outcome is by no means assured. "We have to recognize that at the end of the day, this isn't a process we can control," Kagan says. Still, she and Britto often play a critical role in steering a project to a successful conclusion. Such was the case in the Philippines, which in 2002 passed legislation promulgating a comprehensive policy and a national system for early childhood care and development (ECCD). One of the components of the system is the ECCD Curriculum. The country's leaders had been struggling for a year to agree on the standards that will guide the development of curriculum when UNICEF offered technical assistance to help them finish.

"Lynn and Pia guided us in the scientific process, refining and validating the standards," says Fe Nogra Abog, a Philippines Team Leader. With Kagan and Britto, Abog says, the Philippines developed a set of preschool curriculum standards for 0 to 5-year-olds that can stand up to any "scientific inquiry and criticism." Abog said she and Kagan



DID YOU KNOW?

The field of comparative international education originated at TC, where James Earl Russell taught the world's first course in foreign school systems.





ACTING LOCALLY (Above) Kagan with children and mothers in Dushanbe, Tajikistan. (Opposite) Children and mothers in Katmandu, Nepal.

“are both especially pleased that the standards have been adapted for use in the largely Muslim-populated, southern regions of the country, where parents are wary of sending their children to school for fear of losing their cultural and religious identity.

“It is an early childhood curriculum that is responsive to Islamic cultures,” Abog says. “Lynn and Pia provided us with a roadmap,” in essence removing politics from the negotiations by serving as a neutral but expert presence with impeccable scientific credentials.

In Ghana, a West African nation that, despite decent economic growth over the past decade, still has significant poverty, Kagan and Britto were successful in bringing together the country’s health and economic bureaucracies to create, from scratch, a set of standards for the education and development of children from birth through eighth grade. Thanks to their efforts, “the process involved individuals who would otherwise not have felt the need to be associated with early childhood development,” says Madeez Adamu-Issah, Ghana Team Leader.

Elsewhere, Kagan and Britto have allayed local fears that standards might be used to negatively label certain children.

“Both Pia and Lynn went to a lot of effort to explain that the approach really was to support families, educators and parents, and to enable their children to come up to their highest level of development,” says Deepa Grover, UNICEF’s regional adviser for early childhood development for Central and Eastern Europe and the Commonwealth of Independent States, recalling a meeting in Istanbul in 2002 that launched the standards project in the pilot countries.

So—obvious question—what about the United States, Kagan’s home country and the source of much of the research informing the standards work Kagan does in other nations? Will we ever have the kind of comprehensive, integrated early childhood education system Kagan is helping to create elsewhere?

The short answer is, Don’t hold your breath. As Kagan explains, putting standards in place can be easier in a place like Ghana, where there were only limited early childhood policies, than in countries like the United States, where so many complex and at times conflicting rules and policies already are on the books. And democracy, for all its benefits, can make the process even harder—particularly in the United States, where schools and school policies for young children are controlled by multiple statewide and local bureaucracies, and where standards for the very young are often vilified as threatening the dearly held American value of “the primacy of the family.”

As Kagan herself has written in books such as *The Early Care and Education Teaching Workforce at the Fulcrum: An Agenda for Reform*, while most states have early childhood standards, the standards typically aren’t consistent or aligned with teacher training, curricula or K-12 education. Except for Head Start, which doesn’t serve nearly the number of children who qualify for it by income, preschools for poor children are poorly funded and badly monitored, and often fail to adequately prepare children for kindergarten.

“In our country, teachers are developing standards, but we have people in Princeton who are developing assessments, and indeed often they don’t align at all,” Kagan says. There are no national standards for training and monitoring pre-K teachers, and no standards for teacher compensation, which in almost every situation is much too low.

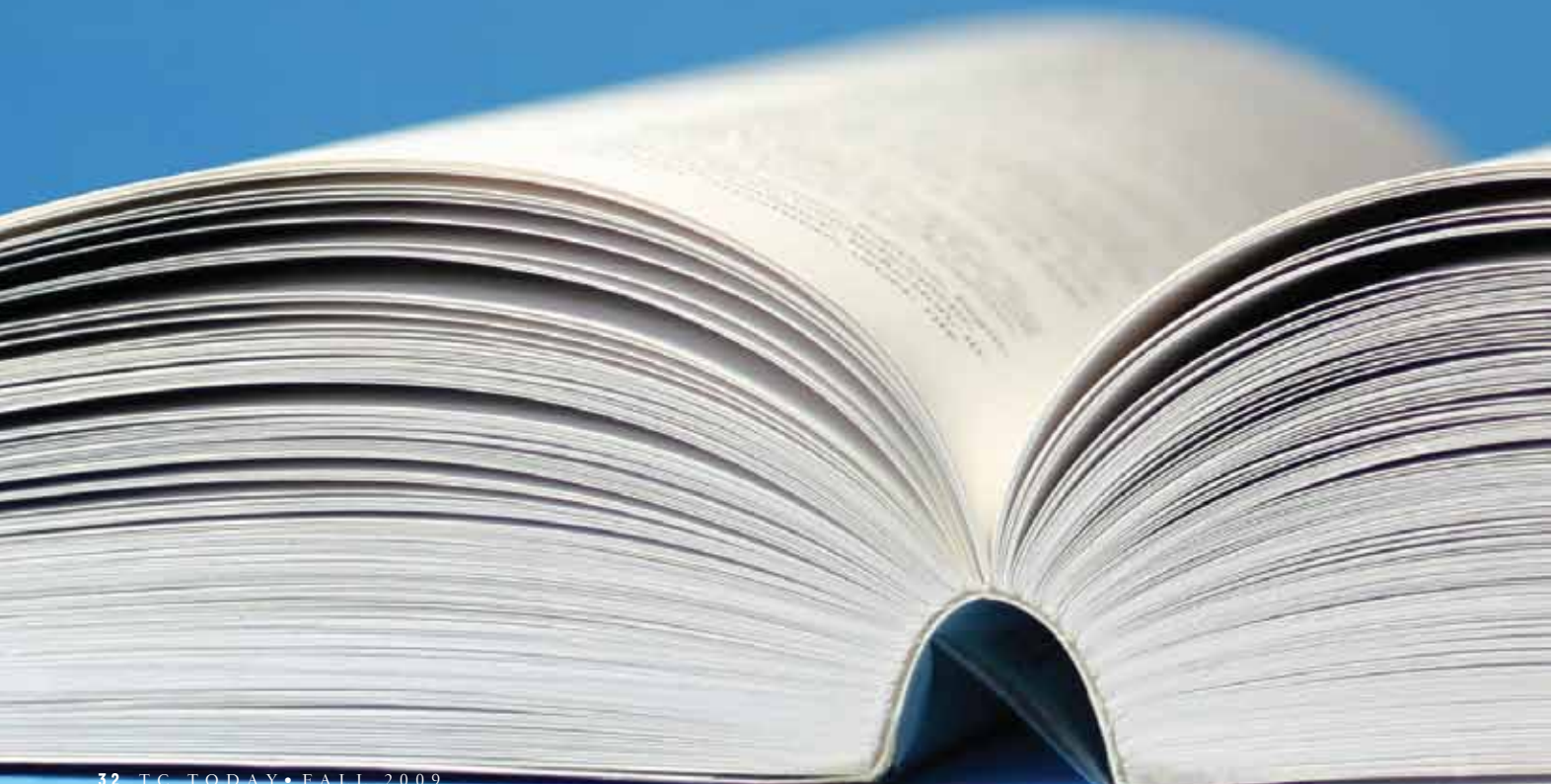
The American tradition of local control of education may ultimately preclude the development of national early childhood learning standards. But Kagan believes the United States can still do much more to prepare young children for school and productive lives. She has seen developing countries with far fewer resources successfully take up the challenge.

“International work for me is both a lens through which to contribute to the international dialogue on early childhood policy and also put what’s going on domestically in context,” she says. “It’s difficult for me to divide the international from the domestic, because what I learn in one place fuels what I do in another.” 🌱

Are We on the Same Page?

A group of TC's own considers the pros and cons of a new initiative to create "Common Core" standards for the nation's K-12 students

Unlike most other countries, the United States has no national curriculum or learning standards for K-12 students. The reason is inherent in our name: we are a collection of states that, though united, insist on a strong measure of autonomy, particularly in matters that reflect cultural values.



Over the past 30 years, however, there has been a movement toward standardization in education. In the 1980s, in response to the landmark report *A Nation at Risk*, states launched a range of measures to improve student performance. During the '90s, they adopted their own learning standards, which for the first time guided decisions about curriculum, textbooks and teacher training. And in 2001, the federal No Child Left Behind Act (NCLB) mandated that every American student achieve proficiency in math and English by 2014, and that schools show adequate yearly progress for sub-groups, including minorities. The law was hailed as the first federal guarantee that all children receive a quality education. However, NCLB left it to states to define proficiency—a feature many critics believe has prompted states to game the system, narrow their curricular offerings and “teach to the test.”

Still, the movement toward national standards has continued. In 2008, a report by the bipartisan organization Achieve found “a remarkable degree of consistency” in states’ college- and career-ready English and math standards for high school graduates. The report triggered a new Common Core State Standards Initiative, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). Under this banner, a working group of experts is now developing core standards in English and math, both for graduating high school seniors and for end-of-year in each grade, that will be “research- and evidence-based, internationally benchmarked, aligned with college and work expectations, and include rigorous content and skills.” As of September, 48 states had signed on to

at least participate in the development of core standards. (A preliminary draft of the standards was made public in September, and can be viewed at www.corestandards.org.)

Meanwhile, the Obama administration is nudging states on board with the promise of \$350 million for better tests to assess progress against the new standards and the stipulation that only states that ultimately embrace the new core standards will receive other federal funds.

In August, *TC Today* interviewed a small group of TC-affiliated experts about the Common Core Standards Initiative. Excerpts from their comments follow below. The participants were Susan Fuhrman, President of Teachers College and founding director of the Consortium for Policy Research in Education (CPRE); TC alumnus David Johns, Senior Policy Advisor to the Senate Committee on Health, Education, Labor and Pensions; TC alumna Meryll Tisch, Chancellor of the New York State Board of Regents; Dolores Perin, TC Professor of Psychology and Education and a reviewer for the Common Core English Language Arts (ELA) standards; Aaron Pallas, TC Professor of Sociology and Education; Michael Rebell, Executive Director of The Campaign for Educational Equity, based at Teachers College; and Jessica Wolff, the Campaign’s Policy Director. (An interview with Rebell and Wolff, who have published two books on NCLB, appears at www.tc.edu/tctoday)

In the accompanying story appearing on page 38, TC alumnus Kevin Jennings, Assistant U.S. Secretary for Education, for Safe and Drug-Free Schools, provides an additional perspective.



IS THE CORE STANDARDS INITIATIVE A GOOD THING? WHAT ARE YOUR HOPES AND CONCERNS?



SUSAN FUHRMAN: The notion that society should agree on what we want kids to know, and at what level, is a major step forward. Before the standards movement, curriculum was entirely a local matter. Textbook and test publishers worked to create comprehensive approaches that would work with any curriculum. So when we compared ourselves internationally we saw our students getting an education that was a mile wide and an inch deep. Also, when my colleagues and I at CPRE looked at state reforms in the '80s, the most noticeable thing was their lack of coherence. A state would require higher levels of math for graduation, but the graduation test given to students only required them to use eighth grade math. Or there would be higher standards for teacher licensure but lots of loopholes for people with no background at all. So coherence in policy, anchored around standards, was a real step forward.

However, I don't think that promise has been achieved. States' standards have been vague, too numerous and often not terribly helpful. Testing has become the main feature of standards-based performance, driving what's taught in the classroom instead of the other way around. The reforms have played out to focus on accountability and much less on an equally serious and important part of the original conception, which was capacity building.

My hope is that these new common core standards will be just the starting point—that they will provide an organizing principle for American education by laying the groundwork for better curriculum, assessment, textbooks and professional development. I would also hope for standards in disciplines beyond reading and math.



MERYLL TISCH: Apples-to-apples comparison is the ultimate form of accountability. It's the best way to figure out whether the investment we're making is bearing fruit. New York and Massachusetts have the highest standards, so we're looking toward standards of that quality being the goal. In no way do we want lower expectations for the kids of New York State. We've signed on to the conversation, but the determining factor is, will the standards be rigorous enough?



DAVID JOHNS: I am encouraged by the current conversation, and I don't know how we can avoid moving in a national standards direction. In an era of data-driven decisions, having state standards that are not aligned to college and career expectations or among states limits the information policymakers can access when making decisions about federal investments in education. Acknowledging that the current conversation is a continuation of a 30-year movement toward standardization, the number of states that have signed on to the initiative led by the NGA and CCSSO is encouraging, but it will be critically important to ensure that the policy is crafted in ways that drive meaningful reform.

Rigor and relevance are central. Senator Kennedy always said a rising tide lifts all ships. It's great to enter this conversation as a representative of Massachusetts, which has some of the most rigorous standards in the country. But in Mississippi, in Washington D.C., kids graduate with skills two grade levels behind their peers elsewhere. So the challenge will be crafting standards aligned to real-world challenges and expectations that also account for the academic, and in some ways, life circumstances of children throughout the country.



DOLORES PERIN: The real innovation here is that the new standards will try to account for every student in K–12, with exit criteria for both workforce and college entry. That's realistic, because not everyone goes to college, and meanwhile the labor force is crying out for replenishment as Baby Boomers move on. The majority of workplaces require pretty intense problem-solving skills and independent work. So, preparing students for the workforce is just as difficult as for college, and combining standards for both makes sense.



MICHAEL REBELL: It's a major breakthrough that so many states have indicated an interest in working together on common standards, but to some extent, this is déjà vu. Since Goals 2000 [a Clinton-era effort that unsuccessfully promoted national standards], it's been understood that if we are going to improve education and build on the states standards movement, we have to have coherence in the standards to which our children are aspir-



ing. But there was resistance because of the concept of local control, and because when it came to social studies, English and literature, there was controversy about what the standards would be. So the standards have been left up to the states, and states can water them down when they need to make their accountability figures look better. It's become a farce, and everyone knows it. But we do have a lot more movement now towards common standards, with many business and education groups signing on, so I'm hopeful.

HOW WOULD COMMON CORE STANDARDS CHANGE TESTING, AND WHAT ISSUES WOULD THAT RAISE?



JESSICA WOLFF: The relationship of standards to the assessments used to measure progress against them is very important. Standards can help ensure high-quality curriculum for all students, but their relationship to assessments can break down that potential if the assessments aren't high quality, if the assessments test too narrowly, or if they end up driving teaching too much.

MICHAEL REBELL: Setting the cut scores is the biggest problem with assessments right now. Each state is not only able to create its own tests, but also determine what the passing score will be. And if states are under pressure to make yearly progress, as they are now with NCLB, they will be very jealous to determine what's proficient and what's not. Right now, the range of these cut scores, and of what proficiency is, is mind boggling.



AARON PALLAS: I don't think we know yet whether the Common Core standards will truly promote learning or become just another layer of bureaucracy. Standards are intertwined with how we measure them, and even if you identify what you want kids to know, there aren't good measurement tools.

For example, the current focus on proficiency levels distorts testing results. Here in New York, the percentage of kids who are proficient suggests there have been huge gains in children's learning. The Mayor and the Chancellor claim striking reductions in the achievement gap because the rise in minority students who are proficient is bigger than the rise among those who are white. But the bar is low, and moving a small number of kids above it can

“Even if you identify what you want kids to know, there aren't good measurement tools.”

~ AARON PALLAS

substantially increase their proficiency rate, even though they've only improved by a few percentage points. Imagine that the threshold for passing a state assessment is getting 60 percent of the test items correct, and that at the time that you start keeping track, whites are scoring 90 percent, on average, and blacks are scoring 55 percent. If the black average moves up a little over time, many more black students will be judged proficient, but you haven't closed the gap very much.

WHY NOT USE THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) TO TEST AGAINST CORE STANDARDS, SINCE IT'S ADMINISTERED IN EVERY STATE?

AARON PALLAS: NAEP is the closest thing we have right now to a common assessment. But NAEP might ask only 45 of, say, 100 things that fifth graders need to know for math. And only a sampling of kids will be given the tests. So NAEP can tell you how a population is doing over all, but it can't tell you whether a given kid is proficient. For that, you would need to increase the amount of testing per student, including developing more challenging test items that can't be reduced to choosing an answer on a multiple-choice test. Developing and scoring assessments in which students construct a response costs more than putting a bubble sheet through a scanning machine. And it's politically unpalatable, because the perception is kids spend too much time preparing for tests as it is.

DID YOU KNOW?



TC's E.L. Thorndike developed the first standard scale to measure students' performance, laying the groundwork for the educational testing movement.

MICHAEL REBELL: There are two problems with NAEP. First, it isn't based on state standards, so the skeptics about using NAEP broadly say, "They're not testing what kids are learning in our state, because we're teaching a different aspect of history or a different kind of literature than in other parts of the country." But the more serious problem is that NAEP isn't given to everyone. It's a random selection of students, and it also doesn't count, because neither the schools nor the students are identified. So there are no consequences.

There also are real questions about the cut scores of NAEP. NAEP's definition of proficiency is too high, not too low. That's had a perverse effect, because the percentage of states meeting NAEP proficiency standards is generally so low, even in higher-performing states, that we always look bad in comparison to other countries.

SO HOW TO TEST EFFECTIVELY FOR MEANINGFUL SKILLS AND KNOWLEDGE?

SUSAN FUHRMAN: We need a billion-dollar investment in assessment, a moon-shot that will bring to bear what technology really has to offer. Then we will be able to cover more areas of the curriculum and have much richer assessment techniques, such as simulations.

MICHAEL REBELL: A well-designed assessment should reveal what concepts kids know and what they don't know. And if we are really concerned with proficiency, we need to dig deep on what that means. We need to go beyond abstract numbers. What does 70 percent represent? Is 70

percent of the knowledge of a field adequate? In some areas, that may in fact mean you're reasonably proficient. In others, such as critical thinking, maybe you need to demonstrate 90 percent proficiency. Hopefully with \$360 million from the federal government, they can hire the best and the brightest and get the job done.

HOW WOULD OR SHOULD COMMON CORE STANDARDS AFFECT WHAT GOES ON IN THE CLASSROOM?

SUSAN FUHRMAN: When you say you are going to bring all children up to the same high standards, then you have to think about the kind of instruction that entails. That's led us to say that we must take students who are at different levels of learning and bring them along. And *that* requires tailoring instruction more to each child's learning—by which I mean a very fine-grained knowledge of where a kid is and where a kid needs to go, so that you can adjust your instruction accordingly.

We have a lot of that work going on at TC, such as in the area of young children's math understanding—work that can inform the development of curriculum, professional development and embedded assessment using new technologies. We and others must flesh out the new standards with curricula that specify desired pathways through subject matters—sequences, grounded in cognitive development, of increasingly sophisticated concepts and knowledge applications. We must design formative assessments that will inform teachers' decisions about how to adapt instruction to different students' needs. Our policy people must contribute to our understanding of approaches that various states take and perhaps advise states about standards and assessment policy. We are very cognizant, as is the President, of the contribution of poverty and other challenges to children's school difficulties. And we are interested in working with local schools and focusing on comprehensive services to children. Many of our health and psychology people are interested in that.

DOLORES PERIN: My wish list for any standards would include alignment of criteria for exit from one grade to entry to the next. That's essential, but it's complicated. It means teachers need to plan collaboratively across the grades. It requires better teacher preparation and more resources for schools and parents. And it's not just money. It's the quality





“High-performing states will still set their own benchmarks for excellence.”

~ MERRYL TISCH

of teacher education and of support for teachers in schools. If a teacher has 30 students, it's hard to differentiate instruction to meet everyone's needs.

I'd also like to see literacy skills applied to different content areas. That would require connecting English Language Arts instruction with the rest of the curriculum. Most ELA instruction is based on reading literature, but it's challenging for students to apply literature-based literacy skills to the dense expository writing one finds in, say, a science textbook. I teach a writing interventions course for pre-service teachers here at TC that focuses on this. Teachers learn strategies widely documented in the reading and writing literature and apply them directly to science and social studies texts students are actually getting in high school. There's evidence this helps even the higher-performing students. But to do it effectively, ELA teachers need to know what other teachers are teaching and what texts they're using—and that rarely happens after fourth grade, because students go off to different classrooms. So teachers need to monitor and observe one another.

DAVID JOHNS: As a classroom teacher one of my primary responsibilities was to find ways to overcome the diverse educational and life experiences that my students came to school with to ensure that when they left my classroom they were each prepared for the challenges they would face next year and throughout the rest of their academic careers.

From a legislative perspective, to be effective, common core standards must support the alignment of policy and practice in ways that improve teaching and learning, especially for low-income and disadvantaged children and youth. The Senate HELP Committee is currently working on the Investing in Students for a Stronger America Act. This bill, similar to H.R. 3221—a bill recently passed by the U.S. House of Representatives—will make significant investment in high-quality early-learning programs, interventions for struggling high schools and support for innovation at community colleges. This legislation responds to the President's

goal of reclaiming the world's highest rate of college attainment by 2020 in ways that recognize the need to align systems and increase efficiency.

WOULD TEACHER PREPARATION NEED TO CHANGE UNDER NEW CORE STANDARDS?

MERRYL TISCH: The path to greater accountability for student outcomes is through greater accountability of teacher prep programs. All the data show that a student's ability to learn is mediated primarily through teacher quality. So we've got to ask, What does it mean to be well qualified? What's the next iteration of professional development, both pre-service and in-service?

I know a lot of really outstanding practitioners in education schools, but I think they'd admit that teachers prepared in their institutions often need to be re-prepared once they enter urban centers. So—how to demand rigor in programs and also demand relevance? I believe in research-based decision-making, but pre-service development needs to be guided by practical realities.

JESSICA WOLFF: Other professions acknowledge the limits of academic preparation in developing new people in their profession. In medical school or law school, the first years of your work experience account for the growth you need to have on the job and the skills you can only get on the job. There isn't the expectation that when you finish your academic preparation, you're instantly going to be fully expert in your field. The education profession can do a lot more to make sure newly trained teachers get mentoring, induction and additional training when they first come into the classroom.

DOES THE EMERGENCE OF CORE STANDARDS INDICATE THAT THE FEDERAL GOVERNMENT IS SUPERSEDING STATES IN SETTING EDUCATION POLICY?

SUSAN FUHRMAN: No, but what I think will be very fascinating is the availability of all the money right now at the federal level, and how that enables the Secretary and the Department of Education to draw in states and exert more leverage than in the past. The Secretary is clearly telling states they have to permit linking student scores to teacher evaluations, lift caps on charter schools and revise other aspects of their policies in order to be eligible for federal dollars.

Sworn to Protect and Defend

TC alumnus Kevin Jennings is the President's choice to make schools safer

Every day, Kevin Jennings, Assistant Deputy U.S. Secretary of Education for the Office of Safe and Drug-Free Schools, wears a button with a picture on it of a student who died as a result of school-related violence.

"I'm wearing one today of Joseph Walker Hoover, a sixth grader in Springfield, Massachusetts, who was repeatedly bullied," said Jennings, reached by phone one morning this past August. "His mom confronted the school but couldn't get action. One night she knocked on his room door, and he'd hung himself.

"I have way too many of these buttons—enough to wear a different one every day. I wear them to remind myself and everyone else that we're talking about human beings. We tend to forget that when we get enmeshed in policy debate."

“Most kids don't ever report being bullied because they don't think anyone will do anything about it.”

Since his appointment early this summer, Jennings—a TC alumnus and former teacher who founded the national Gay, Lesbian and Straight Education Network—has been enmeshed in that debate as never before. His viewpoint is unequivocal:

"Parents ask two questions each morning. 'Is my child going to be safe?' and 'Is my child going to learn?' And the first question precedes the second, because if a kid doesn't



ADVOCATING FOR THOSE WHO NEED IT Now the federal point man for school safety, Kevin Jennings was himself bullied in high school.

feel safe at school, he or she can't learn." There are "tons of statistics," he says, showing that safety is the single most important factor in any learning environment. "So my job is to make sure students can focus on conjugating verbs or learning geometry instead of worrying about getting teased or beaten up or killed."

Those are worries with which Jennings himself is all too familiar.

"At the beginning of tenth grade, I refused to go back to school because I was bullied so relentlessly," Jennings says. "And I was an excellent academic student. Fortunately, I had a very determined mother who wanted me to get the education she didn't have. She fought the system until I got transferred to a safer school. But so many kids do

not have advocates like that or that kind of relationship with a parent."

In ninth grade, Jennings had told a school counselor what was happening, but the counselor didn't believe him.

"Most kids don't ever report being bullied," he says. "Sixty percent of gay, lesbian, bi and trans-gendered kids don't tell when they're bullied because they don't think anyone will do anything about it. That's what we have to change, because the idea that there are children in America who'd rather die than go to school should be a national scandal."

Fifteen years ago, Jennings came to Teachers College—as a Fellow at the Klingenstein Center for Independent School Education—expressly to work on this issue. "My proposal was about understanding the process of school change and developing tools to implement and measure it," he says. "One of my professors was Linda Darling-Hammond, who said that change is a process, not an event. Well, we need to get that process going around school climate. Right now,



people still think, 'Walk through a metal detector and you've solved the problem.' But it's much more complex than that."

Bullying itself is a deep-rooted problem that defies Band-Aid interventions.

"Bullying, gangs—it's all on a continuum," Jennings says. "The kids who do these things are similar, whether they're bullies or school shooters. They're all on the margins. Virtually every school shooter was a victim of bullying who was socially marginalized and is lashing out. They have high rates of absenteeism, truancy. So you've got to identify them early and reconnect them to school, because by middle school, gangs are recruiting them."

No, schools can't fix the dysfunctional families that many marginalized kids come from—but they can create substitutes. "You've got to have longer days and years. We know kids with healthy, connected relationships to responsible adults don't end up doing these awful things."

And yes, standards must be part of the picture, too. "We've got to hold schools accountable for improving their climate around safety, just as we do with reading and math scores. The way we measure school safety now is completely ineffective. It relies on reports, mainly by adults, of incidents of violence, but a lot of stuff happens out of sight of teachers. The current system also motivates adults to lie, in order to avoid having their schools labeled unsafe. We need to talk to the kids themselves."

Jennings points to Chicago, where—thanks to a program pioneered by his new boss, education secretary Arne Duncan, when Duncan was running that city's school system—parents can go online to compare student survey data on safety for any school in the city.

But there are still deeper roots to school violence that even Jennings admits are daunting.

"One problem we have in this country is that kids can get their hands on guns so easily," he says. "More kids get shot here than in the next 26 industrialized countries combined. So you might punch someone in Sweden, but in the U.S., you're much more likely to shoot them."

Jennings wants to educate gun owners that denying kids access to weapons is "a child welfare issue."

"A lot of tragedies could be prevented," he says. "It's a shame that too often politics gets in the way of doing what we know will keep kids safe." 🍌

MERRYL TISCH: New York State spends huge amounts of money each year, so I can't see us giving up our authority to conform to federal guidelines on exit exams. I don't believe a common core set of standards would dictate rewriting the Regents as we know them. High-performing states will still set their own benchmarks for excellence.

AARON PALLAS: Other countries—mostly centralized ones—have better exit standards than the United States. Decentralization here has resulted in an un-standardized curriculum and a lack of shared understanding of what schools are trying to do. But decentralization is one of the features of our American system. It's legitimate for people to have differences over values questions such as the teaching of evolution or the teaching of sex education. If you have a centralized government, there's not much room for debate. Here, everyone can have a view about what should be taught, and the federal government has rarely intervened at the state or local level.

DAVID JOHNS: The bottom line is that there have been big changes since October of last year. The American Recovery and Reinvestment Act provided much-needed resources to state and local education systems at an extremely critical time, and Congress is continuing to contemplate ways to provide additional resources. As an example, the Senate legislation currently being developed by the Senate HELP Committee seeks to provide additional resources to states, community colleges and schools ready to take on the challenge of making the investments necessary to ensure that our current and future workforce possesses the skills and experiences needed to be successful in the 21st century global economy. While the conversation around common standards is not novel, the federal government and states are working together in new and exciting ways to meet today's challenges. The NGA and CCSSO initiative is a promising example of these efforts. 🍌

DID YOU KNOW?



More than 80 percent of TC's student teaching placements are in New York City public schools, a figure that is consistent from year to year.



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Behaviorism *in the* Kitchen

TC's Nutrition Education Program is changing the way kids learn about a healthy diet, by getting them dicing, chopping, grating—and thinking

by Victor Inzunza

On a sweltering day near the end of July, Rachel Bartlett and Marcia Hays find themselves in the noisy cafeteria at the Academy of Environmental Sciences Secondary School in East Harlem. While more than 100 eight-, nine- and ten-year-olds dig into a lunch of pizza, corn and milk dished up on Styrofoam plates, Hays chops radishes and neatly arranges carrots and asparagus tips while Bartlett pulls out red-tinged celery stalks from a bag.

By 1 p.m., the lunch hour is over and soon most of the kids—clad in a rainbow of Little League uniforms all emblazoned with "Harlem RBI," the insignia of a youth development nonprofit that combines an intensive reading and literacy program with baseball and softball—are off to their various activities. A few teams stay, however, and the members of one of them, the Lobos, make their way to the far end of the stuffy, blue-green and lemon-yellow dining hall, where they squeeze into seats at a cafeteria table on wheels.

"Lobos, we've been talking about plants. Now, does anyone remember what we talked about last week?" asks Bartlett, an easygoing woman in her twenties with shoulder-length brown hair and a substantial reservoir of patience.

A boy named Samir, sitting near the end of the table, pulls his cap down and raises his hand. "Seeds," he says.

"That's right. We talked about seeds. Today, we're going to talk about roots and stems. Who can tell me what stems do?"



ROOTS AND STEMS (Above) Rachel Bartlett with Harlem RBI students. (Opposite) Students make a salad.

Four more arms shoot up, and the action begins. During the next hour and a half, Bartlett and Hays have the 13 kids chart the growth of bean sprouts they planted in plastic cups the week before; play a rowdy game of "Roots and Stems," in which the kids pretend to be various plant parts; snap apart the celery soaked in red dye; figure out how to turn rolled up newspapers and bottle brush wire into



a freestanding plant sculpture and, finally, sample carrots, radishes, onions and asparagus tips.

Welcome to nutrition education, Teachers College-style.

Both Bartlett (a graduate) and Hays (a current student) are products of TC's Program in Nutrition, which is steering students on a new tack by having them teach children about nutrition by getting them to touch, cut, smell and otherwise get up close and personal with vegetables and other essentials of a healthy lifestyle. "With kids, you gotta get them involved," Bartlett says. "It works. When you present them with fresh fruits and vegetables, I've never seen them not eat some, especially when you've gotten them cutting and mixing and stirring."

Indeed, TC's nutrition program, the oldest in the nation, has become a center for this more active, behavioral approach and has already published, through its Linking Food and the Environment (LiFE) program (a joint initiative with TC's Science Education Program), three books for teachers that begin at the fourth grade and run through middle school. The books emphasize activities ranging from cooking and gardening to collecting and analyzing food and activity data. Yet potentially the most influential component of the program is a book published two years ago by Isobel Contento, the Mary Swartz Rose Professor of Nutrition and Education and director of the program. Reflecting 15 years of work by Contento, the book, *Nutrition Education: Linking Research, Theory and Practice*, lays out in detail a vision of nutrition education that is distinctly behavioral and psychological.

There was a day not all that long ago when Samir and all the other Lobos would not have gotten any chance to learn about nutrition through direct experience with food. The process would have involved a lot of telling, mostly about the four basic food groups, and at some point the food pyramid (now known as myPyramid) would have made an

appearance. The operational theory of nutrition education was simply this: If you just made nutrition science interesting and understandable, kids would do the right thing. Research has shown, however, that telling kids what to eat doesn't change their food choices, especially these days when less healthful food is heavily advertised and available seemingly

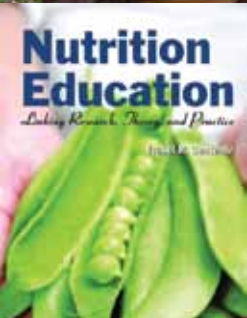


everywhere, all the time. It's no surprise, then, that the latest data indicate that more than two-thirds of Americans are overweight and the numbers are rising. Childhood obesity, meanwhile, is reaching epidemic proportions, with estimates that up to 16 percent of school-age kids are overweight—triple the percentage in 1980.

"I think a lot of nutrition education is still very information-bound, all about children knowing what the pyramid groups are and how they can place foods into those groups," says Contento, a soft-spoken woman who becomes quickly animated in discussing her favorite topic. "I've always felt that is the most glorious waste of time. What difference does it make if a child knows that an apple goes in the fruits and vegetables group or that chicken goes in the meat and poultry group? Is that going to help them navigate today's complex food environment?"

Over the past two decades, Contento has been attempting to push the field in a different direction. It isn't so much that she is against giving children (or adults, for that matter) information about proper nutrition. What she has come to realize, however, is that information is insufficient to change behavior.

"Part of the challenge is that many of the people who go into the field of nutrition go into it because they are



FEEDING STUDENTS' MINDS (Above)

Pam Koch, a former student in TC's Nutrition Education program, now directs its LiFE program. (At left) Professor Isobel Contento in the TC cafeteria, and her book, *Nutrition Education*.

personally interested in the science of it," says Pam Koch, a former student of Contento's who now directs the LiFE program, through which the Harlem RBI outreach and a number of other projects in schools are organized. "So those of us who have an interest in nutrition are motivated by information, and it's easy to think that the whole world is motivated by knowing information. But then when you start talking to people you realize that a lot of them know how to eat healthfully but don't do it."

For Contento, the solution is to conceive of nutrition education in three phases. The first phase involves enhancing motivation to make people *want* to move toward healthier eating. The second phase focuses on providing people with knowledge and skills to enact those healthier behaviors. The third step is providing support by making sure that healthful food is available. Environmental supports are part of the process because no matter how much you tell children to eat vegetables, if they're served pizza at lunch and there's a carbonated drink machine in every hallway, you're fighting tough odds.

And how do you get people motivated? Contento has a ready answer: Attack the mediators. Mediators are those little filters we all carry around in our heads that say, "Yes,

this is yummy to eat" or "No, that is strange or foreign or bad and I'm not having any of it." It turns out that children have a slew of them.

In her textbook, Contento devotes an entire chapter to describing mediators and helping prospective nutrition educators identify them in the people they are seeking to help. "Understanding the interests, motivations, cultural values, and concerns of a given audience is very challenging because individuals' food and physical activity behaviors involve many complex, and often conflicting, beliefs and emotions embedded in many aspects of their life histories and current life situations," Contento writes. "But understand these we must if we are to design learning experiences that are meaningful and useful to the intended audience."

That Contento would be among the leaders in the push toward a behavior-focused approach to nutrition education might seem a bit surprising given that her bachelor's degree from the University of Edinburgh in Scotland (she's the daughter of American missionaries who grew up mostly abroad) was in bacteriology, and her Ph.D. from the University of California at Berkeley is in microbiology with a focus on food and nutrition.

“A lot of nutrition education is still very information-bound... I've always felt that is the most glorious waste of time.”

~ ISOBEL CONTENTO

Yet by the late 1960s, when she was in graduate school, psychology was making substantial inroads into the nutrition education field, and Contento seized on it as a way to enhance the effectiveness of nutrition interventions. It would become the thrust of her research and development efforts after she arrived at TC in 1977.

She would go on to conduct a number of studies about children's and adolescents' knowledge and beliefs about food and food systems. The growing body of research in the 1980s and 1990s produced by Contento and others would drive her efforts to shape the nutrition education program at TC. "What we are attempting to do in our nutrition program and through our various initiatives is to have nutritionists learn enough about behavioral sciences in order to work



effectively as behavioral nutritionists who are able to enhance people’s motivations to eat healthfully, and provide experiences for people to enjoy the taste of nutritious foods,” Contento says.

KITCHEN AS LAB

A few days after the Harlem RBI class, some 40 children from the St. Albans section of Queens file into a room in the basement of Horace Mann Hall that has the feeling of a high school biology lab. The room is equipped with three sinks, a stove with four electric burners, an industrial-size refrigerator and glass cabinets. There are no Petri dishes or beakers here, however. Instead, the walls are covered with pictures of fruits and vegetables, and at one end of the room is a display titled Food System Timeline, which runs several feet long.

This is the EarthFriends room, headquarters of a TC program that is designed to get kids right into the thick of things, rinsing, chopping, grating, cooking and, of course, eating. The kids from Queens—members of the Zen Masters Martial Arts Academy started by TC security guard Dennis Chambers who are on a field trip to the College—are crowded around several tables arrayed with cutting boards

“It’s an uphill battle. The forces arrayed against healthy eating are enormous.”

~ ISOBEL CONTENTO

and squash, onions, green peppers, garlic, zucchini, corn, tomatoes and cilantro. Nutrition education student Luciana Ambrosi and nutrition and public health alumna Angelina Garefis quickly run them through the various parts of a plant and then inform them they’re in for a treat: they’ll be making veggie burritos.

For the next hour, they do just that. Ambrosi and Garefis pass out reusable plastic knives and set the kids about cutting veggies, shucking corn, and tearing cilantro into small strips. With the rice and beans already simmering on the stove, Ambrosi has the kids take turns sautéing the veg-



THE TAO OF THE BURRITO On a field trip to Teachers College, the Zen Masters learn to make veggie burritos, and that swim goggles are also very useful when cutting onions.



etables and then lines them up to get their veggies wrapped in a wheat tortilla.

“Everything you ate today came from a plant,” Ambrosi tells them after lunch. “Even the rice and the beans and the tortillas.”

“Why the tortillas?” Garefis asks.

A girl answers that tortillas are made of flour.

“Wheat flour,” Ambrosi affirms, “which comes from a plant. That’s pretty incredible. Everything we ate came from plants.”

The kitchen as a place for learning has significant historical roots at TC. Working with food was a big part of the curriculum at the Chicago school established by John Dewey before he came to TC. And TC founder Grace Dodge was also a founder of the Kitchen Garden Association, a precursor to the College that taught immigrant and working-class children about cooking and housekeeping.

The nutrition education program builds on this heritage. The theory goes that when kids handle, cut, cook and eat vegetables, they form positive associations with healthful foods that may previously have been unfamiliar, helping them to develop a belief system that nutritionally will serve them well, so to speak, over the course of their lives.

“We try to embed those ‘Aha!’ moments that translate into behaviors,” Contento says.

For example, there is the story that Koch tells about an overweight teenage girl who attended one of her outreach nutrition courses some years ago through the



Double Discovery Center at Columbia University (which provides educational programs to children from low-income families) and wound up changing her eating habits and those of her mother. She lost some 30 pounds and later told Koch it all began with her session on nutrition.

Or the student who blurted out to Bartlett that only “perfect food” is advertised on television because that is what people truly love to eat. Bartlett immediately turned what the student had said into a teachable moment: a discussion fueled by provocative questions from Bartlett about the kinds of foods advertised on TV and the reasons, both economic and otherwise, why those foods receive that kind of attention. As the conversation unfolded, Bartlett could almost see the class getting a more textured understanding. “It was great to have the kids bring things up,” Bartlett says, “and have an opportunity to talk about them and to clear up misconceptions.”

It’s hard to imagine lessons on the food pyramid, no matter how inspiring the lecture, resulting in such stories. Still, the question begs: Does the way TC is going about nutrition education work? And, if so, to what extent?

Contento is convinced that it does, and the research appears to bear her out. In 1998, Contento, Koch and colleague Toni Liquori, an adjunct professor in the program and head of the consulting firm Liquori and Associates, conducted an experiment at two New York City public schools. They introduced 13 healthy foods—ranging from sweet potatoes and broccoli to brown rice and whole wheat pitas—into

the school lunch menus. The question was: What would it take to motivate the kids to eat the healthful food?

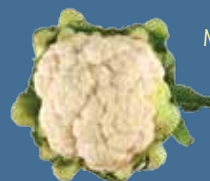
The researchers took 590 kids and broke them into four groups, each of which was exposed during lunch to the targeted group of vegetables and whole grains. One group was taught nothing about fruits and vegetables; they simply showed up to the lunchroom. A second group was taught a classroom curriculum called Food and Environment Lessons, about the importance of eating vegetables and whole grains. The third group took part in a program called Cookshop, in which they got to cook the same vegetables and whole-grain recipes in the classroom that they were being served at lunch. That group also learned about the food, its nutritional value, and its history, as well as a little bit about botany. The final group participated in both Cookshop and Food and Environment Lessons.

What Contento and her team found was that the students who learned nothing about food and nutrition didn’t increase their consumption of vegetables and grains, throwing most of them away. The students who received the lessons on food and nutrition did eat more of the targeted food—but not much. It was the students who cooked the food (with or without the formal Food and the Environment Lessons) who significantly increased their intake of vegetables and grains. In other words, when the kids participated in a hands-on way, they had the greatest gains in preferences for whole grain and plant foods. Not only that, the students who actively participated showed gains in confidence from having acquired basic cooking skills.

For Contento, Koch and Liquori, the findings were a powerful indication that with the right approach, nutrition education can begin to change mediators and thus behavior, especially among children.

“There’s no question that Isobel’s work has been influential,” says Angela Calabrese Barton, a former TC colleague and now a professor of science education at Michigan State

DID YOU KNOW?



Mary Swartz Rose created the nation’s first nutrition education lab at TC, wrote the field’s first teaching text and was founding president of the American Society for Nutrition.



TASTING THE DIFFERENCE The Vaqueros learn about vegetables the good, old-fashioned way.

University. “And her sphere of influence is broader than just nutrition education. She has gotten the science education community to think about the role of using scientific knowledge and evidence to engage kids in thinking about healthy food and activity choices. And, likewise, her sphere of influence is broader than New York. She is certainly very much committed to the New York City context, but through the LiFE curriculum and the Cookshop program and so on, her approach to nutrition education takes place in classrooms with kids and teachers all across the country. So she’s definitely had a national impact.”

ONWARD AND UPWARD

In early August, Bartlett and Hays are still at it. Amid the din and muggy heat of the cafeteria, Bartlett holds up a bag of McIntosh apples, a container full of broccoli, and a plastic tray of strawberries. The new group of kids, the Vaqueros, ooh and ah in anticipation.

to the kids. There’s never any question whether they’ll eat these snacks. Soon wrappers fill the trash bins. “It’s an uphill battle,” Contento concedes. “The forces arrayed against healthy eating are enormous.”

The question of whether a cucumber or tomato or any other vegetable can ever compete with the flashy processed foods and syrupy drinks backed by multimillion advertising campaigns is one that has not escaped Bartlett. An English major from Wake Forest University, she moved to New York a few years ago to get into the publishing business. She eventually became an assistant editor at John Wiley & Sons’ culinary department, helping publish cookbooks. But she found herself yearning to have a more direct impact on the nutritional lives of young people and enrolled in TC’s nutrition education program. She, more than most, knows the challenges that await her in her career. Yet on this August day as another group of kids, the Coquis team, assemble for their final lesson of the summer, she is sanguine, if pragmatic, about the possibility for change.

“It’s not that kids have an aversion to vegetables, it’s just what is available,” she says, gesturing with her head to a nearby table where boys and girls are gobbling up their treats. “My goal really is to give them a hands-on experience. Maybe some of them have never seen a seed grow before or tasted asparagus. Maybe it’ll make a difference. I hope so.” 🌱



Helping People Click

by Robert Taylor

When I was growing up, my father, a pioneering aviator, was asked to run a flight school in Georgia. Naturally, we flew down from Pittsburgh—in a light aircraft. It took us three days, stopping each night to stay over somewhere.

As an adult, I've often thought about my dad—and about his father, an immigrant to the United States who died in the flu epidemic of 1918. They were both travelers whom technology enabled to cross distances and cultures.

I have traveled, too—first, as a physics and math teacher in TC's Teachers for East Africa program and, later, to countries everywhere, preaching the potential of computers for everyday living and learning. It wasn't always an easy sell: some governments feared such a powerful and mysterious knowledge tool, and many people saw computers as exotic things, of interest only to scientists, with no relevance to their own lives.

I understood their feelings. I'd learned programming in the basement of what's now the Columbia

Business School, on a machine with a memory bank 40 feet high, six feet long and three feet thick. It had the amount of memory one finds today on a two-inch memory stick, for under \$30. But I was also a singer and an artist, and wherever I went, I sang at meetings or in local churches and cathedrals and drew sketches of

Many people saw computers as exotic things, of interest only to scientists, with no relevance to their own lives.



colleagues at conferences—and then I displayed and shared recordings and images digitally. Singing pieces by universally known composers such as Bach and Mozart, I believe, made me seem less a foreigner from another culture and the world of technology. And—I like to think—the demonstrations of computers' more humanistic uses made the machines less scary, too.

I particularly recall a computer conference in South Africa during the apartheid era. One Sunday morning, I sang a Mozart aria at a black church in Pretoria. The applause at the end was more in appreciation of a white man crossing societal barriers than for the performance. Later, some of those I met elsewhere in South Africa traveled to

New York to sing in Riverside Church.

Through these journeys I saw that both art and science, at their best, create mutual understanding and bridge the divide of our differences. Thirty years ago, when my dad tried to call me in Uganda, it took

him three days to get through. Today, with a click, computers can make that transmission near-instantaneous—but the journey is no less profound.

Alumnus Robert Taylor, a leader in the global digital revolution (see story on page 9), retired from TC last year as Associate Professor, Computing and Education. Check out Taylor's recordings and sketches at www.tc.edu/taylor/sites.

Games People Play

What makes technology so fascinating?

Why will children spend hours playing a game like “Spore” or “Civilization” and leave books on evolution or history unopened on the floor?

Can games be used to get kids as interested in social studies as they are in rap music?

And—what about robots?

by Jonathan Sapers





In the following stories, a group of TC faculty—John Black, the Cleveland E. Dodge Professor of Telecommunications & Education, Chair of the Department of Human Development and Director of the Institute for Learning Technologies; Charles Kinzer, Professor of Education, Project Director at TC for the Games For Learning Institute and founder of TC’s “Second Life” island; Joey Lee, Assistant Professor of Technology in Education; JoAnne Kleifgen, Professor of Linguistics and Education and Co-Director of the Center for Multiple Languages and Literacies; and Sandra Okita, Assistant Professor of Technology and Education—ponder the answers to these questions and, more broadly, the promise that technology in a variety of forms holds for teaching and learning.



WHAT IS IT IN COMPUTER GAMES THAT SO POWERFULLY HOOKS KIDS?



CHUCK KINZER: We’re taking a look at existing, popular games that children are playing—we’re going by sales figures for age—and doing some pretty specific testing. What we’re trying to nail down first is why they’re picking these games. There’s got to be something in them that smacks of good design or good motivation, otherwise they would play them a couple times and not come back to them. If we can specify what that is, that becomes a testable, reusable principle. So we’re looking at everything from emotional, social and cognitive responses to whether there even *are* such things as “learning games,” to differences across gender and age in how people react to games. We now have an eye-tracking camera so we can see what people are focusing on when they look at screens, including handheld devices. We’re interested in what kinds of game-play elements and game-design elements might influence people most, both in choices they make about which games to play and decisions they make while playing, and how those could support teaching and learning.

HOW DO GAMES PROMOTE LEARNING?

CHUCK KINZER: There’s been quite a bit of work done on how people coalesce into groups and solve common problems within multi-player games. How you have to act within groups in guild formation and leadership strategies. It does appear there’s some learning going on there—Jim Gee [Mary Lou Fulton Presidential Professor of Literacy Studies at Arizona State University] talks a lot about that in his books. Edward Castranova [Professor of Telecommunications at Indiana University] has a book on the economics of games. The work that’s not been done is direct transference into school subjects. For example, if you’re using some sort of a lever device to throw a rock at a castle to knock it down, how much are you learning about physics principles and can you solve physics problems that are more traditional? So we’re also taking a close look at how you can design games to meet certain kinds of learning goals. For example, if team-building is your goal, you build a game in which working as part of a team is important and that’s the only way you can solve the game.



JOHN BLACK: “Civilization” is a video game that allows players to change history and see what would happen as a result. We—Jessica Hammer, a TC doctoral student, and I—decided to see if playing the game helps people learn history in the traditional way. We recruited “Civilization” experts off the Internet and compared them to people who were experts in the video game “Sim City.” What we found was that the “Civilization” players weren’t better at history than the “Sim City” players, but if we sent members of both groups off to read a college history textbook chapter on a subject related to what they’d focused on in the game, the “Civilization” players learned much more than the “Sim City” experts did. So the “Civilization” game gave them a body of experiences that they could then use to make more of this more traditional way of learning. So I actually recommend to teachers that they have their kids play “Civilization” the summer before they take World History. [It takes about 40 hours of playing “Civilization” to become an expert, Black says.]



JOANNE KLEIFGEN: We are trying to use new media to draw Latino adolescents into learning how to write academic essays for social studies and eventually science. We have developed a Web-based writing space that is populated with texts and images. We start with what Chuck calls an “anchor”—something that’s very interesting and familiar to them, like a Spanish language rap video about immigrants—and then we build on it. We get them to talk about immigrant rights using the video as an example. They explore economic, political and social issues the video raises. And they begin to connect these to civil rights. Then we talk about geography—if the video is shot in Mexico, where is that in relation to the kids’ school? During the discussions, we teach them how to take notes and we give them access to a Web site with writing tools, including dictionaries, to help them write in English and Spanish. Also on the Web site are images relating to the Civil Rights movement in the U.S.: the dogs attacking, people protesting, water fountains for ‘colored’ or ‘white’—because images are what gets them going. Eventually, the students start looking at text as well. In one of the lessons, they actually read the *Brown v. Board of Education* decision.

It’s a very Deweyan idea: start with where the child is. So we try to understand the community we’re working



with, including parents. Because there’s a whole trove of community skills that kids bring into the classroom. And these are going to be the same kids who do video gaming. Who are texting. If they’re texting, they’re literate, right?

And so our goal is to take these multiple modes of communication, which are sources of learning, and use them as efficaciously as we can to get children to succeed academically. We need to understand these new media forms and work with them. They’ve changed the life of learning and education as radically as the printing press, the typewriter and the word processor. They’ve made it possible for learning to be broader, less located in places, wireless. It’s time we took advantage of it for teaching, too.

WHAT IS THE ROLE OF IMAGINATION IN LEARNING THROUGH GAMES AND OTHER FORMS OF TECHNOLOGY?

JOHN BLACK: The main theoretical framework I apply is what’s called grounded cognition. It’s a new area, and the idea is that if you have a full perceptual experience with a topic when you’re first experiencing it, and if you learn to imagine that experience as you’re learning more, then you understand both the experience and the topic better. So we’re using technology as a way of providing that perceptual grounding and embodiment for the knowledge. We have kids programming video games using a freely available programming language, and they learn to embody science and math and some literacy in games. And we think by doing that they understand those subjects better.



LIVING IN THE VIRTUAL WORLD (Above) Negotiating with Stalin in the game “Civilization.” (Opposite) The courtroom scene from *Of Mice and Men*, re-enacted on “Second Life.”

Certainly with any of these subjects, in order to imagine something, you have to have something to build the imagination from. So if you have some relevant experiences, you

“If you’re using a lever to throw a rock at a castle, how much are you learning about physics principles?”

~ **CHUCK KINZER**

can then put those together in different ways and extend them in your own imagination. Having experiences that relate what you’re learning can make a big difference.

Technology exists that provides these kinds of experiences. The virtual world “Second Life” has so-called “islands” in it that are versions of the worlds described in some classic novels, such as *Of Mice and Men*. Students studying that novel could explore those worlds, and that should help them. To understand *Of Mice and Men*, it’s important to understand the world in which the novel takes place. The key thing here is that the students have to learn how to do this in their own heads, too.

In addition to having kids program video games, I also have them program robots as another way to provide perceptual grounding and embodiment to increase learning, understanding and motivation.

WHAT ABOUT THE NOTION OF IDENTITY IN GAMES, AND HOW THAT RELATES TO IMAGINATION AND EXPERIENCE?

CHUCK KINZER: There’s been quite a bit of research done on the extent to which people identify with their game characters. In “Second Life,” for example, when people’s avatars—which they themselves can construct—get pushed or bumped or put upon by other game characters, people have been known to cry. Now the question theoretically becomes, is it first-person or not? If your avatar dies, you don’t die. You’re still an observer of the screen, right? Ultimately, you turn the computer off and you go away. But when you ask game players, they’ll often say, ‘It’s happening to me.’ So there’s this kind of divide. It’s almost like this middle world between first-person and third-person. You’re constrained by the consequences of your choices. And I think that can provide students real insights and therefore provides us some real opportunities.



JOEY LEE: I designed games that focused on myths and misconceptions that exist related to Asian American culture. The games were intended to get students to test their perceptions and assumptions. One game was called “Flying Asian Stereotypes.” It was a very simple game where a person would walk around a small world and decide whether or not they would let stereotypes impact them. If they let a certain stereotype touch them—minority or nerd or smart—that would completely change the way their character would appear and the way the other characters would interact with it. And so the player would learn the unintended consequences of being labeled even seemingly positive stereotypes like being smart. Designed experiences within video games and virtual environments can be really powerful in getting people to change their perceptions, learn about themselves and other cultures, and shift their identities in useful ways. There’s a lot of potential there in terms of getting students to think about how they can impact the world in positive ways. 🍀

DID YOU KNOW?



The field of educational psychology was born at TC through E.L. Thorndike’s classic studies of animals to show how learning is reinforced by positive and negative experiences, and his subsequent four-volume masterwork.

The New Face of Technology

Sandra Okita, Assistant Professor of Technology and Education, studies how robots might be used to help children learn. TC Today interviewed her in her office, where a reporter tried not to become too attached to the surprisingly lifelike robot cat she keeps as a pet.

by Joe Levine





HOW DOES SOMEONE WHO DOES RESEARCH ON ROBOTS FIT INTO A SCHOOL OF EDUCATION?

SANDRA OKITA: Applying educational content and pedagogy to robots is not new. However, until recently, much of the effort focused on making machines more intelligent—research that fits more in a school of engineering or computer science. My research focuses on the impact of robot interaction on human learning. I examine what features in robots make humans think and learn more. Does it matter if a robot has a human voice versus a robotic voice? Does a cooperative peer-like robot have a different impact on learning than an authoritative instructor robot? I explore different interaction styles to see how a humanoid robot may become a good learning companion. I design relationships and test interventions to see how learning partnerships may develop between humans and robots. This makes a school of education a better fit for me.

WHAT IS THE POTENTIAL VALUE OF ROBOTS IN EDUCATION, AND HOW DO YOU STUDY THAT?

SANDRA OKITA: One way I approach my research is to examine how humans interpret, understand and behave around robots. This helps me design features and interventions that invite interaction. I then run empirical studies to test if specific features in robots contribute to human learning and behavior. Coming from a cognitive science and learning science background, I try to capitalize on the social components of technology and design interactions geared toward learning. I work with children from four to 13 years old, and with adults, to see if there are developmental differences.

Robots have several features that are valuable for education. One is their human-like appearance, which seems to elicit a social response. Human-like behavior, such as petting a robot-like cat, seems to trigger familiar responses that may tap into people's prior knowledge and experience. In previous research, we found that children had "scripts" about familiar play routines—playing house or school—through which they developed a relationship with robots. In a study we conducted with Honda Research Institute USA, children engaged in a table-setting task with the life-sized humanoid robot ASIMO. ASIMO exhibited different learning styles—authoritative, cooperative, parallel play—around familiar scripts. We found that younger children learned more from cooperative engagement.

HIGH-TECH FUZZY FRIENDS Visitors to Okita's office meet Paro the seal and a robot cat that purrs when you pet it.

Robots also have what I call a boundary-like property, and that, too, has implications for learning. Robots take on forms and motions similar to that of real humans and animals but still have machine-like properties. Because they belong simultaneously to two categories that seem mutually exclusive, I call them "technological boundary objects." For example, a robotic cat would simultaneously reside in categories of animal and machine. This boundary-like quality often elicits strong responses that bewilder people's beliefs. For example, in work with Dr. Shibata from National Institute of Advanced Industrial Science and Technology, we used various robotic animals, including a robotic baby seal, to probe young children's understanding about biology and agency. We found that the complex nature of these robots challenged children's beliefs and prompted kids to do some serious thinking when asked to make inferences about biological properties. For instance, children inferred that robots couldn't grow and needed a remote control to move. Yet they also believed that robots need food or could be bad pets and jump on the couch when no one was looking.

Another feature with value for learning is that robots seem to offer people room for imagination and creativity. This may make the learning experience more original and motivating. McCloud, in his book *Understanding Comics*, demonstrated that simpler cartoon figures leave more room for interpretation and elicit greater empathy. A similar balance is needed where robots can't be too human-like or too fake. The roboticist Mori warns of what he calls the "Uncanny Valley," in which robots that are "too human-like, but not quite human" are distracting to people. People will suddenly notice the way the robot is "not human," reminding them of a zombie. At that point, they find the robot scary instead of appealing. So a robot has to have enough familiarity to trigger a response and let the learner imagine but not run away.

I also study how special needs populations can benefit from robot interaction. For example, some autistic children have difficulty with joint attention—the ability to share information and to comprehend the thoughts and intentions of others. A robot, like an autistic child, responds very literally to a precise sequence of stimuli or commands, so it can model the problems the child faces. But we can also use robots to engage and assist an autistic child in order to increase the range of the child's reactions. So I examine the different social cues the child responds to from the robot. 🦾



Improving the Health of a Field that Preserves It

*What should health promotion workers on the front lines know and be able to do?
To TC's John Allegrante, that's the question*

by Victor Inzunza



In 2008, while earning her master's degree in health education at Teachers College, Ashley Gleitman spent two months in a village in the West African nation of Togo, teaching local residents how to become peer educators in preventing HIV/AIDS.

The education process worked both ways. To succeed in training 43 villagers, Gleitman (now a doctoral student in the same program) had to learn and adapt to local cultural practices, navigate village and regional politics and pick up French on the fly.

In the 21st century, where an infectious disease can become a pandemic by leaping continents with the flight of a plane, ever more frequent natural and human disasters can create instant disease-prone populations, and vast, uneducated numbers of people are living with chronic diseases such as heart disease and diabetes, there is a clear-cut need for a new breed of multi-skilled, resourceful professionals on the front lines. Yet high-caliber people like Ashley Gleitman are not always the norm. One major reason why is that the health education profession lacks both a unified system of accreditation and an internationally agreed upon core set of competencies that students should have upon leaving school, whether they have received their professional preparation at Teachers College in New York or a university in Cape Town.

"The challenges we face in global health are not someone else's problem—they affect all of us," says John Allegrante, Professor of Health Education and Deputy Provost at Teachers College. "And unless we can demonstrate to the public that the professionals who are in charge of safe-keeping the public health are capable, prepared and competent, we won't get the cooperation that we need from

people to support public health measures and the kinds of legislation that help to protect the health of the people."

Recently, thanks to Allegrante's own leadership, the outlook for the field has been improving. Three years ago, Allegrante met Margaret Barry, Professor of Health Promotion and Public Health and Director of the Health Promotion Research Centre at the National University

of Ireland, Galway, when the two were serving on the same panel on standards and competencies in health promotion at a conference in Vancouver. Both Allegrante and Barry were discussing standardization efforts in their respective countries. If both Ireland and the United States were concerned about preparing the next generation of health education professionals, Allegrante surmised, perhaps their peers in other countries were as well. Could the time be right to move beyond national standards—to go global?


"After the session," Allegrante recalls, "I went to Margaret and said 'Why don't we convene a global

consensus conference?'" Barry agreed and the two began a collaboration in which they would ultimately co-chair what is now known as the Galway Consensus Conference: a groundbreaking effort to reach an agreement on the kinds of knowledge required of health education and health promotion professionals worldwide.

The work began in the fall of 2007, as Allegrante and Barry organized a working group of more than two dozen of the field's leading academic figures from around the world,



CULTURAL PRACTICE Ashley Gleitman and the Chief of the village of Ketao in Togo.



Protecting the world's health
won't be possible without
common standards for
“capable, prepared and
competent professionals.”

~ JOHN ALLEGRANTE

who set about researching standards in place in various countries in order to pull together rough drafts of working papers for Galway.

It was clear they faced some serious obstacles. Within the United States, universities themselves have trouble classifying health promotion programs. Some programs are in schools of public health, while others are housed in colleges of education or other units. Some stand alone as departments, while others are tucked into overarching undergraduate or graduate programs.

Another issue: the field cuts quite a wide swath. For example, even as Gleitman was working on HIV/AIDS management in West Africa, a team of her TC colleagues and students from Columbia's Mailman School of Public Health was creating the Harlem Fruit Project, an award-winning social marketing campaign to increase fruit and vegetable consumption among adolescents in Harlem neighborhoods.

There also was an obvious need for a more cohesive national system of program accreditation. Currently, gradu-

ates of health education programs, whether accredited or not, are eligible to take the national certification exam, which in the United States leads to the title Certified Health Education Specialist.

On the international level, there isn't even a consensus on what the field should be called. In the United States, it's generally referred to as health education, while in Europe and other parts of the world it's known as health promotion. The two names refer to much the same thing: helping people lead healthier lives by creating the social circumstances that promote health and by doing everything from improving nutritional practices to preventing the spread of infectious diseases.

The Galway conference organized by Allegrante and Barry took place during three days in June of 2008 and was attended by leading scholars and practitioners from professional health education associations from the United States and Europe. Allegrante took the lead, drafting versions of a document declaring the competencies deep into the night



THE PUBLIC WELL-BEING Allegrante (front, center) and Professor Margaret Barry (right of Allegrante) with members of the Galway Consensus Conference at the National University of Ireland in Galway.

and sending the drafts out by e-mail in time for conferees to read and discuss them the following morning. “There was one moment when I realized, ‘My gosh, I’ve really got myself into a bind here,’” Allegrante says. “I felt like my back was to the wall because I realized that everything was riding on my ability to pull everything together around the writing of the statement.”

By day three, however, consensus had emerged: a document detailing eight domains of core competencies, from the ability to “catalyze” change by empowering people and communities, to the capacity to use leadership skills to mobilize and manage resources, to the ability to assess the needs of various communities and effectively plan, implement and evaluate health promotion projects.

The Galway Consensus Statement was a genuine breakthrough. The June 2009 issues of the field’s two most prominent journals, *Health Education & Behavior* and *Global Health Promotion*, were devoted to the Galway Consensus. Allegrante and Barry were the invited co-editors, and Allegrante wrote or co-wrote five of the 10 articles on the subject that appeared in the two publications.

“It really was a first,” says Alyson Taub, Professor Emerita of Health Education at New York University, who was a member of the original working group. “It marks the first global initiative on competencies and accreditation in health education and health promotion. It’s true that there

are various pieces to this. One is the extent to which we can come to a broad agreement about the core competencies, and then how we use those core competencies in academic programs at colleges and universities; and, as a third piece, whether there will there be mechanisms for measuring and ensuring quality, which might be certification or an accreditation process. Those processes will differ in various countries based on a whole range of factors, but identifying the domains of core competencies was the first important step in the process.”

Allegrante, too, sees Galway as a first step. It will take time, he concedes, for the domains of core competencies hammered out in Galway to gain traction around the world. What is needed now is for others in the field to weigh in, offering refinements. Indeed, Allegrante and Barry are already planning a second conference, in 2010, which will seek to draw even wider input from practitioners and scholars, especially from developing countries.

Allegrante points out that in professions like nursing and medicine, there is general international agreement on requirements in addition to rigorous accreditation and licensing systems. “The world is getting smaller with respect to common standards,” Allegrante says, “so I think it’s coming for health education.”

Not long after the *Health Education & Behavior* and *Global Health Promotion* articles were published, Allegrante got a call from the Soros Foundation’s Open Society Institute, asking if he would take on the job of helping Kazakhstan develop standards and curriculum along the lines of the Galway document. To Allegrante, it was a hopeful sign that a movement toward global standards may at last be taking root. To others, it was also testimony to Allegrante’s own unique skills and accomplishments.

“Since first meeting John in Vancouver, I’ve been impressed by his ability to network and to reach across cultures and communicate,” Barry says.

Which sounds a lot like what a good health education professional should be able to do. 🍷

DID YOU KNOW?



TC was home to the first university-based instructional program for nursing educators and administrators, created by Mary Adelaide Nutting.

*At a time when the news media are facing a bleak economic picture,
TC's Hechinger Institute is jumping in to fill the void in education news*

Journalism, Heal Thyself

`http://www.`





C all it the *new new* journalism—the kind that’s cropped up in the age of the Internet and the decline of the broadsheet: Web sites like the *Huffington Post* or the *Daily Beast*. Each has turned aggregation of news from other sites into an art form, plugging blogs and some original reporting into the mix and parlaying their journalistic enterprises into recognizable online news brands.

Such is the new media landscape, where it would seem a thousand digital flowers can bloom. But can a thoughtful, analytical news startup focusing on education—never considered the sexiest of subjects—make it in this new and decidedly snarky online world? Richard Lee Colvin and his team at TC’s Hechinger Institute on Education and the Media think so.

The Institute, considered the preeminent resource for journalists on the education beat, has been providing seminars for new and experienced reporters and editors for more than a decade, covering topics like early childhood education, school leadership, school accountability, community colleges and more. Over the past two years, they’ve also published primers on several of these topics that have been widely distributed to the working media. Hechinger also maintains fellowships for journalists to come to TC to research topics they’re working on.

Starting this fall, the Institute intends to become a news content provider, aided by \$1 million in funding from Lumina Foundation for Education and the Bill & Melinda Gates Foundation. “Newspapers are closing, page count is shrinking at even the biggest papers, including the *New York Times*, *Washington Post* and *Los Angeles Times*,” says Colvin. “This is one way foundations are supporting strong, independent journalism at a time when it is being undermined by the economics of the business.” The idea, as conceived and developed by Colvin and Hechinger Associate Director Liz Willen, is to increase the supply of independent, thoughtful and scrupulously reported education news and information by collaborating with major news organizations, commissioning work from freelancers and developing a small news staff to produce it directly. All of the work, as well as blogs and backgrounders on key issues, will appear on line as *The Hechinger Report*.



“There’s nobody out there doing this kind of thing in education,” says Colvin. “News organizations today just don’t have the resources to cover education or any other topic the way they once did. Our job, as I see it, is to get beyond the surface news and explain what’s at stake in education and do it in a public-spirited, explanatory and investigative way.”

Foundations are investing in a variety of nonprofit news efforts in response to the decline of traditional news media, particularly newspapers. That decline is well chronicled. An advertising base that has been eroding for years as readers increasingly turn to the Web for news (as well as for want ads, real estate pages and other lighter fare) has plunged newspapers into what some believe are their death throes. Even the profession’s standard-bearers have not been immune: In the fourth quarter of 2008, the *Washington Post*’s profits tumbled 77 percent, and the Gray Lady herself, the *New York Times*, was forced to mortgage her gleaming new building on Eighth Avenue in Manhattan and secure a \$250 million loan from Mexican billionaire Carlos Slim Helú. In October, the *Times* announced it would reduce the size of its newsroom by 100 jobs.

Colvin, watching it all from his vantage point at Hechinger, has come to believe that there’s an opportunity amid the tumult for a credible source of objective and analytical news about the nation’s schools from pre-K to

“This is one way foundations are supporting strong, independent journalism”

~ RICHARD LEE COLVIN

postsecondary in what is shaping up as a major era of education reform. At the same time, he says, the Institute will seek to collaborate with influential news organizations—helping them with ambitious projects, finding great stories and pitching them articles produced by Hechinger contributing writers, freelancers or staff.

Richard Colvin

Richard Lee Colvin has spent most of his 30-year career as a journalist specializing in covering education. He covered national education issues for the *Los Angeles Times* for nine years before coming to the Hechinger Institute on Education and the Media in 2002. He became the director of the Institute the following year. ● Colvin doesn't feel that the education beat has been limiting. On the contrary, one of the main reasons Colvin says he has focused on education for more than two decades is because it is so "multifaceted," touching on cognition, teaching, social change, politics, money and every level of government from community boards all the way to Washington, D.C. ● Which is why Colvin believes the public should care about the subject too. ● For the fiscally minded, he points out that education is a huge sector of the economy. ● "From a basic civics point of view, local, state and national spending on K through 12 public schooling is \$500 billion a year," says Colvin. "We're talking huge sums of money. People ought to know what they're getting for their money." ● And for the community-minded, "Education is really the way a society transmits its values, beliefs and technical knowledge from one generation to the next," he says. "Education is critical to a functioning democracy, therefore it's important for citizens to understand what's working and what's not." ● Colvin will find out whether the public agrees when he launches a multifaceted news Web site—part of a broader effort to reposition Hechinger as a broker of high-quality journalism about education. Initially, the Institute will support, encourage and supply coverage of teacher compensation and effectiveness, academic standards, college completion, high school dropouts and other issues. ● With all of his years of reporting experience, Colvin is familiar with the challenges he and his team will face: the changing technologies of communications, establishing its reputation in this new area and writing about education policy in a way that holds the interest and serves the information needs of an influential educational audience. But, despite the challenges the news media are facing, Colvin, characteristically, sees the enormous possibility: ● "Our goal is to take all of these fabulous new tools and use them to further education as well as contribute to the future health of the journalistic enterprise."



"We're prepared to experiment and to take some chances and risks," Willen says. "I think there is enormous interest in education issues, from parents to policymakers. It's a huge issue, but I do think the reporting tends to be quite shallow and quite local. There aren't a lot of places that provide in-depth reporting. And this is an exciting time in education, especially at the federal level, so for us it's great timing."

The first story to be produced by Hechinger's news shop is in collaboration with the *Washington Monthly*. Barbara Kantrowitz, who joined Hechinger in March from *Newsweek* as a contributing editor, worked with a freelance writer, Jon Marcus, on an article that chronicled the University of Maryland system's efforts to deal with budget cuts and tuition increases. The story, which is posted on the magazine's new online education site, represents the kind of journalism Hechinger hopes to produce: heavy on perspective, drawing out key lessons from the Maryland experience—all while being a compelling read. Another story in which Hechinger had a hand, an analysis of remedial education in community colleges, is featured in the *Washington Monthly*'s September-October print edition. Camille Esch, the author, had a fellowship with the Institute to work on the piece. Esch, a fellow at the New America Foundation, was assisted in her story by TC's Community College Research Center.

Colvin says the research done at Teachers College and TC's national reputation will be one of the strengths of *The Hechinger Report*. Several faculty members will serve as advisors, and Hechinger will take advantage of the expertise Professor Gary Natriello, Director of the Gottesman Libraries, has developed with EdLab, the libraries' creative services group, in convening such groups. The Institute also will create opportunities for TC students.

Although the general contours of Hechinger's new news operation are set, many of the details are still in the works. The goal, Colvin says, is to generate news coverage starting this fall and to be fully operational with a highly interactive Web site within a year. A key will be forming partnerships with national news organizations. What those partnerships might involve is wide open. The Institute might provide research muscle for a project or collaborate with a radio producer on a text-audio-podcast package. Hechinger also will hire freelance writers and stringers and assign stories to be placed with other news organizations. The partnership could be a one-time affair or an ongoing relationship in which Hechinger routinely pitches stories and helps with the research and reporting.



Nonprofit organizations have been helping newspapers provide news for some time. PBS has teamed with the *New York Times*, for example, to produce some reports for the documentary series *Frontline*, and when New York City public radio station WNYC developed a national morning news program called *The Takeaway*, in 2008, it did so in collaboration with the BBC World Service, the *Times* and public television station WGBH in Boston. The Robert Wood Johnson Foundation, which produces research and data on health and health care, funds *The NewsHour with Jim Lebrer's* domestic health unit. And ProPublica, a “nonprofit newsroom” begun in 2007 that produces investigative news with a staff of more than 30 reporters, struck a deal in June to move stories onto The Associated Press wire accessed by more than 1,500 papers. ProPublica also maintains an active Web site.

Teachers College Trustee John Merrow’s Learning Matters organization also supplies PBS and other outlets with documentaries on the K-12 education system. This past year, Learning Matters aired stories on *The NewsHour with Jim Lebrer* on reform efforts by the superintendent of the Washington, D.C., schools and the rebuilding of the school

“There is enormous interest in education issues, but the reporting tends to be quite shallow and local.”

~ LIZ WILLEN

system in New Orleans in the wake of the devastation wrought by Hurricane Katrina.

Colvin says that developing the Hechinger site as an online hub is a priority. The site will be many-layered, with sections devoted to in-depth takes on specific topics, such as community colleges or math education or teachers unions. It will also aggregate education blogs from around the country, include commentaries on the education news of the day and, of course, feature stories Hechinger has generated itself. It’s quite likely, Colvin says, that Hechinger will also build out concomitant social media sites and—like everyone else in the news business these days—Twitter regularly. It may also get involved in crowd-sourcing, or putting out open calls for



information from people in the field. It might, for instance, seek input from teachers and administrators on the effects of the federal stimulus package in their schools and districts, collating those varied reports into a story or section of the Web site.

In essence, Hechinger is trying to develop a new model for education news reporting and distribution by melding some of what already is out there (ProPublica et al.) with elements it's developing on its own. "We do aspire to create new models of what education coverage can look like," Colvin says. "How do we take advantage of all these new technologies to tell real stories that portray why education is so fundamental to a free, fair and prosperous society?"

If the idea of a site that's scrupulously researched, analytical in its coverage and authoritative in its aspirations seems a bit old-school, it's probably because its progenitors are, too. Colvin's background includes reporting gigs at the *Hayward* (Calif.) *Daily News*, the *Oakland Tribune* and, finally, the *Los Angeles Times*. Willen is a former education writer for *Newsday* and Bloomberg News, and was a senior writer at *Bloomberg Markets Magazine*. Kantrowitz's vita includes posts at the *Hartford* (Conn.) *Courant*, *Newsday*, the *Times*, *People* magazine and *Newsweek*, where she served as senior editor in the magazine's Society section, writing and editing stories about education, among other issues.

They're also old-school in their belief that Hechinger's new venture should generate revenues. Colvin points out that foundation funding won't last forever, so he's exploring various ways in which the enterprise can bring in revenue, from fees for services to advertising to charging for premium content.

"I truly believe that journalism should pay for itself," he says. "If that's not happening, then you're just amusing yourself."

"The fact is, nobody knows how to do this," he continues. "That's why it's a brilliant time to be doing this, because there are no rules. There are just a million people experimenting. Twenty years from now, people will look back on this time and say this was the dawn of a new age." 🍷

Liz Willen

Back in the early 1990s, Liz Willen was just starting out as a reporter for *Newsday* on Long Island when a job covering education opened in the paper's Queens' bureau. Though she didn't have much education beat experience, Willen landed the position



and quickly found herself immersed in the turbulent world of the nation's largest public school system. It was a perfect fit. "I was completely and utterly hooked," says Willen. "There were a million fascinating stories: fights about race, curriculum controversies, politics. It was exciting and filled with conflict."

● Nearly two decades later, Willen is still hooked. After 11 years at *Newsday*, she became one of the first education writers at Bloomberg News service. In 2006, Willen became the assistant director of the Hechinger Institute for Education and the Media, where she directs training and plans seminars and fellowships aimed at helping other journalists inform their audiences about educational issues. "We stand for helping the public understand the role of education in a democratic society," she says. ● She also writes the Hechinger Institute's "EarlyStories" blog, which looks at national coverage of early childhood issues, and contributes to the "High School Hustle" and "Middle School Muddle" blogs for the nonprofit Insideschools Web site, aimed at helping parents navigate the city school system. And she is looking forward to reporting and writing for the Institute's planned education Web site. ● Despite the clouds of doubt that hover over nearly every new journalistic venture, Willen is optimistic about the Hechinger Institute's new direction. ● "I don't think it's difficult to get the public excited about education. It's still extremely important," she says. "It touches upon every aspect of people's lives: tax dollars, resources, the way their children think, their opportunities, social mobility." ● Not surprisingly, Willen has a long list of story ideas in mind. "In journalism, we always say 'show, don't tell,'" she says. "It'll be a chance to practice what we preach."

DID YOU KNOW?

TC alumna Shirley Chisholm was the first African American woman elected to the U.S. Congress, where she spoke out for civil rights and against the Vietnam War. In 1972, she became the first black woman to run for President.



Who should have a will?

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Without a will, the court makes these decisions.

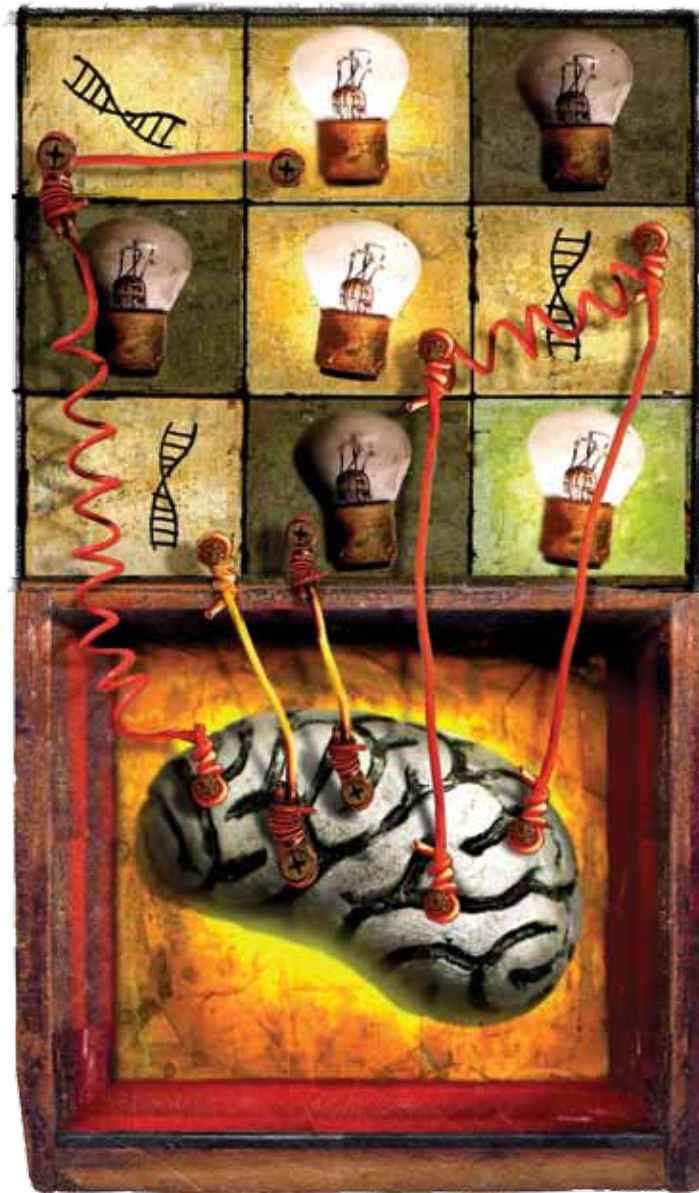
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For information, please contact Louis Lo Ré at the Teachers College Planned Giving Office at 212-678-3037 or at lore@tc.edu.



Forever Young

*Adults are just bigger people who are still developing and learning.
TC is helping them do that in a range of new ways*

by Jonathan Sapers



A retiring executive wants to help his organization's people learn to be leaders. A principal wants to retain prized faculty, recruit others and help everyone learn on the job. A pharmacist wants to add "diabetes educator" to her list of capacities. A professor wants to convene colleagues from different areas of the institution for a multidisciplinary project.

All of these people, in different ways, are in search of what is most commonly called adult learning—and each of them is finding help at TC, which is fast becoming a center of excellence in this evolving field. A new Global Learning and Leadership Initiatives (GLLI), just being launched by Professor of Education Victoria Marsick and Associate Professor of Education Eleanor Drago-Severson with backing from a TC Provost's Investment grant, will focus initially on K-12 educators, though it will eventually serve other audiences. The Columbia Coaching Certification Program (CCCP)—a partnership between TC and the Executive Education Division of the Columbia Business School led by Terry Maltbia, a faculty member in TC's Department of Organization and Leadership—meets corporate needs, with more than 170 students having already participated from Cisco, NewMont Mining (a Fortune 500 company), LEGO, Mercedes-Benz, FranklinCovey, NRG Energy, Kimberly-Clark, McKinsey, Genentech, Wells Fargo and the U.S. Department of State, among other organizations. The online diabetes education course for that pharmacist is also just getting off the ground, the result of efforts by Kathleen O'Connell, TC's Isabel Maitland Stewart Professor of Nursing Education, and Joyce Vergili, a nutrition education graduate student, together with John Allegrante, Professor of Health Education and the College's new Deputy Provost. And within TC's Gottesman Libraries, the Creative Solutions arm of a unit called EdLab, created two years ago by library director Gary Natriello, the Ruth L. Gottesman Professor of Educational Research, is trying to help collaborative teams (including O'Connell and Vergili) conduct and document their projects, with the goal of fostering organizational learning at TC and beyond.

To get a handle on it all, *TC Today* spoke separately with Marsick, Drago-Severson, Maltbia, O'Connell, Allegrante, Natriello and Lyle Yorks, Associate Professor of Adult & Continuing Education, whose interests span several of these areas.

K-12 EDUCATION

WHY HAS ADULT LEARNING BECOME SUCH A HOT COMMODITY?



VICTORIA MARSICK: In 1972, the former French Prime Minister Edgar Faure led production of a far-sighted UNESCO report, *Learning to Be*, which foretold a future of "lifelong learning" and "recurrent education"—a world where people would need to learn from cradle to grave, both through formal education and informal learning. Today, people *live* lifelong learning—and it's not just corporations offering professional development and learning opportunities to attract and retain top talent. Many European countries are establishing systems of recurrent education and seeking ways to provide credit for learning gained through experience, and thus recognize it in ways similar to credentialing and degree programs.



ELEANOR DRAGO-SEVERSON: A whole family of development theories have come out in the past 35 years, changing our understanding of the way adults learn and grow. Until fairly recently, many people considered development to be essentially complete at age 18 or 21. In other words, once a person became an adult, they were considered to be—and expected to be—*all grown up*. In fact, what has been found is that adulthood can be a period of significant growth and development just like childhood or adolescence. When I went to graduate school, I didn't even know there was a field called adult development. Most school folks—if you talk to principals and assistant principals—have never had a course on theories of adult development or theories of adult learning; it's all new and much needed. When I work with school leaders, they constantly talk about how much they need to learn about how to support adult development in their schools. Why? Because schools and school

systems are becoming more complex, and the demands educators face require more from everyone. I've found that this desire to grow is a common yearning around the globe.

WHAT IS AN IDEAL LEARNING EXPERIENCE FOR ADULTS?



LYLE YORKS: Adults can develop a range of new capacities, and they can grow to see themselves increasingly as independent actors and to understand the nature of the world's complexity. But not all adults do.

It really depends on whether their learning experiences are ones in which they and their educator operate as co-learners—engaging with each other, helping to support each other—and whether they were given the chance to reflect on their experiences.

ELEANOR DRAGO-SEVERSON: In order to grow and develop, people need to have both high-level support in place and high-level challenges. People really do want to grow and they will if they're in an environment in which they're being developmentally supported and challenged. Do you remember Ibsen's *A Doll's House*? When Nora is trying to tell her husband that she needs to leave because she needs to find herself? And he asks her, 'Can't you just find yourself while you're here?' It's a gut-wrenching scene because the environment they've shared no longer holds the new person she's becoming.

So at GLLI, we're hoping principals, assistant principals and teachers will come in teams, so that they can develop a shared language and understanding of how to support adult learning and development. We'll offer them a range of perspectives on how to do that and also provide them with a space to reflect and apply those ideas to personal action plans. We think that this will enable them to actually go back and implement the ideas in their schools.

VICTORIA MARSICK: For adults, learning often happens outside of classroom environments—as principals work with teachers and other adults in the school environment, for example. So effective organizations create a learning environment and a culture of learning that supports that. Perhaps they find ways to design work so that people can learn as they're addressing work challenges. We're thinking of our role at the GLLI as helping people build learning communities,

modeled after communities of practice or interest, that nurture continuous learning among natural interest groups. We use an action research model in which people experiment with new practices and work together to understand the impact of their interventions so they can fine-tune practices, leverage supports in the organizations to get better results and address barriers to success.

Another key emphasis of our work is transformative learning, or helping adults examine fundamental beliefs and assumptions that shape the way they make meaning and view the world.

WHAT NEW KINDS OF CHALLENGES ARE PEOPLE FACING? WHAT NEW KINDS OF SKILLS OR STRATEGIES DO THEY NEED TO ACQUIRE?

ELEANOR DRAGO-SEVERSON: The world is becoming more complex. Ronald Heifetz [an expert on learning leadership at Harvard's Kennedy School of Government] uses the terms 'technical' and 'adaptive' challenges to distinguish between two sorts of problems we face today. Technical challenges are challenges for which, even if I don't know how to solve them, I can hire an expert who does. But adaptive challenges, which are becoming increasingly prevalent, are challenges for which neither the problem nor the solution is immediately clear. Learning is required. In other words, what is needed is the *developmental* capacity to live or learn your way through the ambiguity and complexity such challenges create. These kinds of adaptive changes require us, as adults, to be able to manage complexity and ambiguity. Research has shown that most adults need to grow and develop in order to be able to manage adaptive challenges adaptively. So I define adult development as increases in our cognitive, affective or emotional, and interpersonal capacities that enable us to better manage the complexity of work, leadership and life. Supporting adult development is critical in today's world since it can help us do that better and also help us to manage adaptive challenges adaptively.

For example, I was recently in Amman working with a group of 400 school leaders who teach in American schools. An adaptive challenge they face is that their schools have grown so large and they have so many kids and so many expats who come over and want their kids to go to school in that part of the world, that they've begun to be short on teachers. It's





never been the case before—they always had a surplus—but they started last year short by about 500 teachers. Another example of an adaptive challenge is the accountability required by No Child Left Behind. Not all students start out at the same place, not all teachers teach under the same conditions. Some people say you can pin down teacher effectiveness to a number, but what does that number really mean? Supporting adult development connects to increases in student achievement. So development is really about perspective-taking—growing our capacities to take bigger and different perspectives on ourselves, others, systems and the world. And the broader my perspective—on you, me, us, our team, our school, our society, our system, how it connects with other societies in the world—the more able I’m going to be to take in, prioritize, be responsible for, reflect upon and manage not only my own life, but help other people to grow and develop as well.

ORGANIZATIONAL LEARNING

WHAT IS ORGANIZATIONAL LEARNING?



GARY NATRIELLO: At the library, we start with the very Deweyan premise that adults learn in the context of action, when something is important to their lives. People discover for themselves when something makes sense for them. And we try to share the knowledge that’s generated when people do that in groups. We work from a networked perspective. How do networks of people learn from one another and how do the different people within a particular network learn from one another? We look at the kinds of environments that lead to unplanned learning. We ask how we can create environments where people interact and how we can make learning of that kind richer than it might otherwise be. And a big part of that is helping to gather the right people around the table. In composing groups, we try to ensure that everyone has something to contribute and everyone will take something away.

WHY IS GROUP LEARNING IMPORTANT?

GARY NATRIELLO: Most of us, if asked to innovate, have a steep learning curve. We have to learn new content, but also new processes and new ways of learning. Take me. I’ve been in the Sociology of Education program for years. I’ve run and participated in a program. You’d think I’d know how to create one. But, no, there’s a great deal for me to

“Adulthood can be a period of significant growth and development, just like childhood or adolescence.”

~ ELLEN DRAGO SEVERSON

learn in each new instance, from developing a program in a current way as a piece of the curriculum, to understanding finances, internal governance processes that weigh in, how state regulatory rules might affect things. And if all I’ve done is run my own program, there’s no way I’d know that.

So if I want to innovate, how do I get the learning I need? I find the best people on and off campus.

WHY IS A UNIVERSITY LIBRARY THE PLACE TO FOSTER ORGANIZATIONAL LEARNING?

GARY NATRIELLO: The library is the ultimate adult learning tool, but the needs it addresses have changed. In the old days, if someone came to us with a particular question or problem, the way to address it would have been to go into the stacks and pull out books. We still do that, but people increasingly don’t need that done for them. So now, we help address the question: What different people, what different kinds of expertise and experiences, would you like at the table for your project or question? For example, we’re working with Carole Saltz and the Teachers College Press to think about where book publishing is going—particularly in the digital realm, and particularly in the areas the Press serves. Who are the potential consumers, how are people getting information that used to be in books, are books still a solution, are people experimenting with e-book readers, is the packaging going to be different in the future? It’s hard for one person to think of all the right questions and answer them, but with a group, it’s easier to imagine.

DID YOU KNOW?



The field of special education was created at TC by Elizabeth Farrell, who also inspired creation of the organization that became the Council for Exceptional Children and created the Individualized Education Plan now required for all special education students.

And we'd do that for any group at the college. We're also working with Lyle Yorks, who helps people rethink how they're doing staff development for corporations and other organizations. In this case, these clients are interested in thinking about what to do in an online environment. Lyle is the expert they'd go to, and we host the effort and draw on Lyle and other experts for particular tasks at hand. We're suited to this role, because we've had the experience of people



within and outside the College using our digital archives to explore and collaborate around knowledge.

SO YOU'RE SORT OF LIKE A RAND OR A MCKINSEY?

GARY NATRIELLO: Yes, those are good examples. But given who and where we are, we take a particular, education-oriented perspective. McKinsey will give you a business perspective. We'll give you perspectives from education—we'll give you the most powerful and well-aligned perspectives from the TC community and beyond.

LEARNING IN THE CORPORATE WORLD

WHAT DOES LEARNING LOOK LIKE IN CORPORATIONS—AND WHY HAVE THEY BEGUN CARING MORE ABOUT EDUCATING THEIR EMPLOYEES?

LYLE YORKS: In the past, someone higher up in a corporation would decide a group of people needed certain skills and would hire a talking head to do a presentation. Everyone would listen, take notes and pretend this was a productive thing. But—particularly in today's world of intensifying global complexity—adults need to be able to think critically. To be a functioning citizen you have to be able to learn through problems. Corporations have realized they need to support their employees in acquiring these skills—but they're also increasingly realizing that unless adults see a connection between what is being offered to them and what they need, they won't see the relevance and will just go through the motions. So it's become a priority in a wide range of different occupations

to make learning opportunities available that people understand they need.



TERRY MALTBIA: In 1996, there was a book by Robert Kaplan and David Norton called *The Balanced Scorecard*, which for the first time described the four pillars of business as financials, operational excellence, customer intimacy and learning. For a book about business and leadership to say that learning is one of the four pillars really set the foundations, and indeed, one of the reasons we launched the coaching certification program was the growing evidence of support for coaching in organizations. Annual spending on coaching increased from \$1 billion in 2004 to \$2.4 billion in 2006, with more than sixty percent of organizations intending to increase usage in their five-year plans. Executive coaching is increasingly viewed as a perk, and we've seen steadily less use of executive coaching for remedial situations and more of a focus on using it to develop and retain high-potential, high-flying employees.

SO FOSTERING THAT KIND OF LEARNING ACROSS DIFFERENT FIELDS STILL INVOLVES TARGETING LEADERS IN ORGANIZATIONS?

TERRY MALTBIA: The people in our program either want to be a 'professional executive and organization coach' or to include that capacity as part of a broader practice. For example, we've had people who work for major executive search firms such as Korn/Ferry International interested in using coaching to help newly hired executives get a quick start. We've had attorneys wanting to add a more collaborative, coaching dimension to their practice. And we've even had medical doctors committed to using a coaching approach for the business dimension of their practice or to help other physicians with similar transitions.

The client base for our participants varies by sector, yet in general our coaches work with leaders and managers in organizations, supervisors, high-potentials, high-performers, directors, vice presidents, general managers, department heads, chiefs of staff, chief operating officers, division heads, principals, school heads and superintendents. These are all one-on-one coaching clients. It is also not uncommon for our coaches to work with leaders and their direct reports or with senior leadership teams such as executive committees and boards of directors.



PEOPLE THINK OF TC AS EDUCATING TEACHERS. DOES FOCUSING ON THE BUSINESS WORLD REALLY FIT WITH OUR MISSION?

TERRY MALTBYA: Look at the names of some of our buildings. Thorndike was one of the early people who said that learning is a social process and that it's important to make connections between learning and experience in any field of endeavor. He was saying that should take place with others and involve learning how to reflect and ask colleagues critical questions. That's just as important in the business world as it is in other areas.

HEALTH EDUCATION

WHY DOES IT MAKE SENSE FOR TC TO FOCUS ON PROMOTING HEALTH EDUCATION AMONG ADULTS—AND WHY DIABETES IN PARTICULAR?



JOHN ALLEGRANTE: When you look a decade or more out, there's no question what the U.S. population will look like. There will be very different demographics. In all likelihood, Caucasians will no longer constitute the majority. California is already there, and by the time we have completed the 2010 census, Arizona, Texas and Florida are likely to look similar, perhaps with no single majority, but with minorities together comprising a majority. If you couple that with changing disease patterns among native Americans, Latinos and African Americans, you begin to see how the major chronic disease killers and disablers will emerge as the driver of costs in our health care system. Diabetes and other obesity-related conditions will be at the top of the list. In fact, over the past 30 years we've seen a doubling of overweight and obesity in school-age children, and later in life those same people will suffer from lesions for heart disease, hypertension and so on. This will place a major strain on the health care system, and the long-term costs, which will reside with the treatment and management of these chronic diseases, will be enormous.

So we need a new focus in medicine, one in which the professionals who work most closely with patients in their day-to-day lives—nurse practitioners and pharmacists—become skilled in behavioral self-management of chronic disease. There's a lot of interest on the part of the American Association of Diabetes Educators [AADE], with whom Professor O'Connell of our department worked, in prepar-

ing a larger group of people to do this at the master's degree level. So with backing from our Provost's Investment Fund here at TC, Kathleen has been working on a master's degree program in diabetes education and management.

WHAT DOES DIABETES LOOK LIKE, FOR PATIENTS AND PRACTITIONERS?



KATHLEEN O'CONNELL: The most common form of diabetes is type 2, which people can develop at any age. Whereas people with type 1 diabetes don't produce insulin, people who suffer from type 2 diabetes over-produce insulin, but there are problems with their insulin receptors. As a result, they have a high level of glucose in their blood, which can ruin their kidneys and their eyes and can cause vascular diseases, heart attack and stroke. It can also cause neurological diseases that lead to people getting injuries they don't know about because they've got no sensory nerves left. These people—and all people with diabetes—need to be taught to function, in essence, as their own pancreases, by regularly testing and regulating their blood sugar levels. And they have to learn how to modify their diet, because they can't eat too many carbohydrates.

HOW WILL THE NEW TC PROGRAM WORK?

KATHLEEN O'CONNELL: We are proposing to offer people who already have clinical training—nurses, nutritionists, pharmacists, physicians assistants and diabetes educators—online courses leading to a master's degree in diabetes education. This master's degree will, it is hoped, prepare them to get certified and therefore to have their services covered under Medicare and possibly other health insurers.

We are developing five new courses, which we'll put together with existing health education and adult education courses at the college. We want our participants to emerge with knowledge of the pathogenesis and physiology of diabetes; the management of patients and treatment of their illness; of the socio-cultural contexts for diagnosis, management and treatment; and the conduct of advocacy at the national, state and local levels.

Nobody else in the country—that we know of—is doing this. Part of what makes us unique is that our target group is multidisciplinary. Nursing schools, for example, would only want to be involved with nurses, and even then they would be offering a more general degree in medical surgical nursing or something like that. Our people are focused on diabetes. 🍌

Alumni

The latest on alumni events, services and other goings-on

Getting a Reading on High Literacy in Cuba

It's a question Kate Moody (Ed.D., 1993; Ed.M., 1991) has pondered for years: Why does Cuba, a relatively poor country burdened with an embargo for the past 50 years, enjoy a literacy rate among the highest in the world—higher than that of the United States?

“Not only does Cuba have, by UN estimates, a nearly universal literacy rate, but 94 percent of its students graduate from high school,”

reading teacher or researcher has to ask: How do they do this? It's hard to get firsthand information, because Cuba has been sealed off from trade and most tourism by U.S. citizens for decades.”

Moody, who is writing a book about education in Cuba, has been visiting and studying the island nation since 2002. She has observed schools (including those in the Western province of Pinar del Rio, with a retired Cuban phys-



HANDS ON Kate Moody visits with schoolchildren in Cuba.

“Cuba is fascinating for its clear educational successes in the midst of socioeconomic difficulties.”

says Moody, a former reading teacher and media and communications expert who has written several books, including *Growing Up on Television* and *The Children of Telstar: Early Experiments in School Television Production*. “Any

ics professor as her mentor) and interviewed scores of teachers and students, as well as some of the pioneers of Cuba's educational reforms.

Her research is still a work in progress, but some images are taking shape.

Expectations for students are high. Curricular material is rigorous and challenging—for instance, all high school students take chemistry and physics. Quality education is free to all students, beginning with the *circulo* (infant day care centers) and continuing through college and even medical school. And the concept of “work-study” is evidenced throughout.

“Students are expected to do some kind of meaningful work while they're students, and as they enter the workplace, they're also expected

to keep on learning,” Moody says. “Cuba is fascinating for its clear educational successes in the midst of socioeconomic difficulties. The schools are successful—and it's always a good idea to take a careful look at a success story.”

Moody says her next Cuba trip, after hurricane season has passed, will be to the city of Santa Clara and the provinces to the east of it. “I think it's important to look beyond Havana.” 🌱

News

ALUMNI COUNCIL PRESIDENT'S MESSAGE

Dear Fellow Alumni,

Let me introduce myself. I am the new president of our alumni association. I received my Ed.D. in Organization and Leadership in the middle of my career at IBM, and found my experience at Teachers College to be transformative. It seems even better as those dissertation chapter redos and bureaucratic hassles fade from my memory. I have served on the Alumni Council for six years with a great group of alums from every TC department. ● I am following in the footsteps of Alice Wilder, who is now president emerita. Alice led alumni involvement in the transition to a new administration. She led with energy and humor that was greatly appreciated by all she touched. I'm very glad that I will have her counsel during my first year in office. ● The new administration is now well established and is already making its mark on the prowess and reputation of the College. This past summer, your alumni association officers met with President Fuhrman and other administrators to better understand their goals and vision for TC's future. We also analyzed alumni demographic data and held a planning session to align the work of the Alumni Council with TC's direction and alumni wants and needs. ● The results of that session and the follow-up activities of the Alumni Council are expected to help



us better serve you and allow you to better serve TC. In a nutshell, the 35 members of the Alumni Council intend to focus our energies on providing ways to connect, or perhaps reconnect, you with the College.

We established a new committee called, simply, "Alumni Wants and Needs." The results of its work will provide the foundation for the work of the other committees. If we have your e-mail address, you are likely to hear from them in the not-too-distant future. I ask that you please respond to their overtures. We really want

to make our connection with you and your connection to the college meaningful. (If we don't have your e-mail address, please send it to tcalumni@columbia.edu.) ● Your wants and needs will drive the activities and products of our other committees: "Programs and Resources," "International Outreach," and "Awards and Recognition." Each in its own way will provide lines of connection for you. ● In keeping with that theme, I hope that during my two years as your president, I have an opportunity to connect with you at upcoming TC alumni events and to enjoy our common bond to an institution we so admire.

Sincerely,

Robert Weintraub (Ed.D., 1998)

Teachers College Alumni Council

The Teachers College Alumni Council consists of 35 members who represent all 90,000 graduates. The Council partners with the Department of Development and External Affairs to advance the goals of the College by providing alumni with opportunities to remain involved in the life of the College through social activities, volunteer efforts and financial support.

Executive Committee

Robert Weintraub, President

Standing Committee Chairs

Awards Committee

Adam Vane, Co-chair
Jeffrey Putman, Co-chair

Dean's Advisory Committee

Elaine Heffner, Co-chair

International Committee

Patrick McGuire, Chair

Program Committee

Michael Passow, Chair

Student Relations Committee

Jeffrey Putman, Chair

TC Annual Fund

Terri Nixon, Chair

Historian

Christopher Scott

Members-At-Large

Constance B. Green

Kate Moody

Madelon Stewart

Alice Wilder,
Immediate Past President

Joyce Cowin,
Trustee Representative to the
Alumni Council

For more information about the Alumni Council, please visit our Web site: www.tc.edu/alumni.

Class Notes

Connecting alumni far and near with Teachers College and each other

ARTS & HUMANITIES

ART & ART EDUCATION

Mary Hafeli (Ed.D., 1999; Ed.M., 1995) was named Dean of the School of Fine and Performing Arts at SUNY New Paltz. Most recently, she

was a professor and director of the Master of Arts in Teaching program at Maryland Institute College of Art (2005-2009). Hafeli also worked at New Paltz from 1998 to 2005 as a professor and director of the Art Education Program.

Cheryl Parisi (M.A., 2005) was selected to participate in the NEH (National Endowment for the Humanities) Landmarks of American History and Culture workshop "The Most Southern Place on Earth: Music, History and Culture

of the Mississippi Delta." It was held in April at Delta State University in Cleveland, Mississippi.

HISTORY & EDUCATION

Carmen H. Sanjurjo (Ed.D., 1986) retired from Denver Public Schools in 2007 and became an Assistant Professor in the Department of Teacher Education at Metropolitan State College helping prepare future teachers for urban schools.

MUSIC & MUSIC EDUCATION

Deborah Plutzik Briggs (Ed.D., 1991; Ed.M., 1986) has accepted joint appointments as Executive Director of The PG Family Foundation in New York City and Director of Philanthropy at The Betsy Hotel in South Beach. For the last several years, Briggs has served as Strategic Consultant to the Department of Arts and Humanities.

John Graulty (Ed.D., 1989; Ed.M., 1989) has been appointed Dean of Social Sciences, Humanities, and Fine Arts at Merced College in Merced, California, after serving as Chair of the Music Department at Delaware State University in Dover. Graulty has served as a clarinetist in the West Point Band and as a conductor in the U.S. Air Force Band Program world-wide. He is married to Susan Ellman Graulty and they have four daughters: Valerie (21), Stephanie (19), Natalie (16) and Michelle (13).

Jack L. Gremler (M.A., 1989), is the Director of Music (K-12)

ENLIGHTENED DEANSHIP

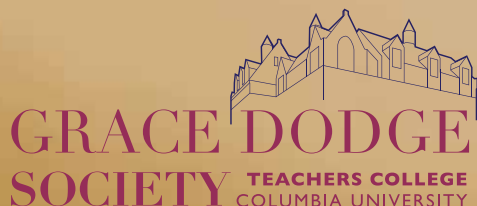
A few months after **RICHANNE C. MANKEY** (Ed.D., 2007) completed her doctoral degree at TC, she attended a workshop that changed her life. At the time she was already employed in her present position as Vice President for Student Affairs and Dean of Students at Daemen College in Amherst, N.Y., and on the surface, things were great. Inside, however, Mankey felt something was amiss; after all those years of intensively nurturing her mind, she felt it was time to tend to her soul. ● Mankey found the spiritual component she was looking for at the workshop—which focused on, of all things, the Mayan Calendar. This system of distinct and subtle cycles of consciousness, including a 260-day sacred year, is due to reach completion on or about the winter solstice in 2012. "We think of a calendar as time, but their calendar is about the unfolding of human consciousness evolution," Mankey explains. "They believe the energies of the Universe are teaching us to find the humanity in everybody and that the only person we can really control is ourselves." ● Over the past two years, Mankey has been able to apply some of what she learned in the workshop and in subsequent study of the Mayan Calendar to her field of student affairs and leadership. "It helps me realize as a dean that while I'm responsible for a lot of people, I can't control them, I am responsible to hold them accountable for their choices and to give them opportunities to learn," she says. "It also makes me pay



attention to what I value and how I'm modeling that, or not." ● She has also worked to share her newfound knowledge with others. This May, Mankey presented a paper on leadership and the Mayan Calendar at the International Leadership Association Symposium on Worldly Leadership, in England. She has also presented papers on the subject at academic conferences across the U.S. and will present in the Czech Republic and Bermuda (at the TC-sponsored Transformative Learning Conference) in November. ● In a way, it's a continuation of the work she began in the AEGIS program at TC. Her dissertation was on holistic leadership, which Mankey defines as a balance leaders can achieve through the "Four E's": Enlightened self-awareness, Ethics, Empowerment and Empathy. She has fond memories of TC's faculty, especially Lyle Yorks, Victoria Marsick and Jeanne Bitterman, and of the AEGIS program itself: "It gave me the courage to want to teach," she says. —Emily Brady

“The Teachers College curriculum changed how I thought and how I worked. I am proud to continue that legacy by including TC in my will.”

— **Madeleine Sugimoto, Ed.M., M.A.,
Nursing Education
Grace Dodge Society member since 2008**



For more information on gift annuities, bequests or other planned gifts, please contact:

Louis Lo Ré
Director of Planned Giving
212-678-3037, lore@tc.edu



in the Nanuet, N.Y., school district. He has been named a Yale University School of Music Distinguished Music Educator and selected as a delegate to Yale's 2009 Symposium on Music in Schools. Gremler was honored at Yale University campus in June 2009.

Jodi Bergland Holen (M.A., 1991) completed her Ph.D. in Higher Education at University of North Dakota. She is currently an assistant professor of secondary education. Holen was a finalist for University Outstanding Undergraduate Teaching Award 2008-2009.

TEACHING OF ENGLISH

Charles J. Thomas (Ed.D., 1986; M.A., 1967) co-authored the National Council of Teachers of English's *Guidelines for the Preparation of Teachers of*

English Language Arts, an electronic book at www.NCTE.org. Thomas, a 12-year member of NCTE's Standing Committee on the Preparation and Certification of Teachers of English, chaired the committee responsible for the Content Knowledge chapter of the book. Recently, he has also served as a lead reviewer for the National Council for the Accreditation of Teacher Education Programs (NCATE). He has also published his third volume of original poetry. Currently, he is a consultant for college and university teacher education programs nationally.

TESOL

Bonnie Mills (M.A., 2004) has been Director of the English Program at Qingdao Baishan School in northeast China

since 2007. Recently her work on a joint Masters Degree in Intercultural Relations has led to the development of a new magnet high school program with a focus on intercultural studies and intense English language preparation with the intent of sending students to study at American or other universities abroad. She is cur-

rently seeking American high schools and colleges who would be interested in becoming partner schools with the possibility of a student exchange program. She is also looking for any educational experts, particularly well known with advanced degrees from world famous universities, to serve as consultants on their honorary board.

Contact us. We want to hear from you!

Let us know what's happening in your career and your life. Send news of your promotion, books you've written or new family members to: Office of Alumni Relations, 525 West 120th Street, Box 306, New York, NY 10027, or call us at 212-678-3215, or e-mail: tcalumni@columbia.edu.

For more information, you can contact Bonnie Mills at bmills@baishanschool.com

John Ozag (M.A., 1992) is semi-retired and has been teaching ESL to parents of public school students in San Jose, Calif. He taught public middle school for seven years after spending 11 years in Japan. Ozag has many fond memories of Prof. Beebe's and Fanselow's classes. He'd love to hear from any alumni!

COUNSELING & CLINICAL PSYCHOLOGY

CLINICAL PSYCHOLOGY

Traci Stein (Ph.D., 2009; M.Phil., 2008; M.S., 2006) began her postdoctoral fel-

lowship in Pain Psychology at Columbia University Medical Center this summer.

COUNSELING PSYCHOLOGY

Ken Kunken (Ed.M., 1976) is enjoying spending time with his four-year-old triplet boys. In addition to his work as a Deputy Bureau Chief in the Nassau County District Attorney's Office in Long Island, N.Y., he is delivering inspirational/motivational talks. His wife, Anna, recently launched a Web site for his new endeavor: www.KenKunken.com.

PSYCHOLOGICAL COUNSELING

Emmanuel Bernstein (M.A., 1960) wrote *The Secret Revolution: A Psychologist's*

Adventures in Education, a book that makes a case against conventional schooling and high-stakes standardized tests, and promotes individualized education that follows student interests more than curriculum demands. For more information visit: www.thesecretrevolution.net

PSYCHOLOGY IN EDUCATION

Paul Aaron (M.A., 1973) is a New York State Licensed Mental Health Counselor and a NYS Credentialed Alcoholism and Substance Abuse Counselor working at a mental health clinic in Brooklyn as well as in private practice in Manhattan. His web site is www.manhattan-therapist.com.

CURRICULUM & TEACHING

CURRICULUM & TEACHING

John Barell (Ed.D., 1976) recently wrote two books on Antarctic exploration, a memoir, *Quest for Antarctica: A Journey of Wonder and Discovery* (2007) and a historical novel, *Surviving Erebus: An Antarctic Adventure* (2008). The books reflect a lifelong passion for exploring stimulated by meeting Rear Admiral Richard E. Byrd as a boy and sailing to Antarctica during the Navy's Operation Deep Freeze on Byrd's flagship.

Jennifer Levy (M.A., 2004) is currently working at a gifted high school teaching social studies (law, history and government). She is in the processes of working on a paralegal studies program for high school students there. "I love it here and cannot be happier with the education and foundation TC's Gifted Education Program provided me (namely Professors Wright, Borland, and Krasnow). Thanks for everything!"

Patricia A. Thomas (Ed.M., 2003; M.A., 2000) completed a Ph.D. in Educational Studies at Emory University, specializing in multicultural education and second language acquisition. Her research focused on representations of Latino culture in Spanish textbooks. She currently works as an educational adviser at the Jack Kent Cooke Foundation, which serves highly talented students with financial need.

EARLY CHILDHOOD EDUCATION

Sarah Shimkunas (Ed.M., 2007) is a curriculum specialist with a Montessori-inspired early childhood education company with six schools and an educational products distribution company in California. She is currently serving as the Interim

STORYTELLING WITH GRANDMA

Deep inside the maximum-security New York State prison known as Sing Sing, the inmates have a name for **JOANNA CHAN** (Ed.D., 1977): "Grandma." • Chan, an energetic woman in her sixties, laughs when she refers to her nickname, but her voice also carries a note of pride. Since 2002, she has coached



actors and taught play writing to Sing Sing prisoners as a volunteer with the nonprofit Rehabilitation Through the Arts program. The mutual affection between the Chinese-born playwright and director and the inmates is so strong that Chan recently wrote a play for them. "I told them, if there's one play left in me, I'd like to write it with you," Chan says.

• The play, *In the Silence of the Heart*, was performed under Chan's direction inside Sing Sing last fall and to a general audience in Manhattan this spring. In Chan's words, it is a fictional tale of "forgiveness and reconciliation" and was inspired by sessions she called "Storytelling with Grandma." • In addition

to being "Grandma" to the prisoners, Chan is co-founder of the Yangtze Repertory Theatre in Manhattan, an accomplished oil painter, and, for more than 40 years, a Sister with the Maryknoll Congregation in Ossining, N.Y. • In recognition of her work, she has been honored as a "Chinese-American

Culture Pioneer" and has had a day—July 9, 1993—named in her honor (Joanna Chan Day) by the City of New York. Chan was also a recipient of TC's Distinguished Alumni Award in 1994. • And despite what she told her Sing Sing Class, Chan is not slowing down. "*In the Silence of the Heart* won't be my last play after all," she says. She was recently commissioned to write a play based on the first merchant ship to sail from New York Harbor to Canton, China, the city where she spent her childhood. And, lest the prisoners of Sing Sing feel left out, "Grandma" recently added a Mandarin language class to her Sing Sing offerings. —Emily Brady

Director of AppleSeed Almaden Montessori School in San Jose. Additionally, she has been serving as the Marketing & Sales Administrator of the company's educational products division. She continues to be influenced by her TC experiences in classes with Professors Sobol and Williams. Her motto is "If it needs to be done, bring it on!"

HEALTH & BEHAVIOR STUDIES

APPLIED EDUCATIONAL PSYCHOLOGY

Marjorie Stonehill Zensky (Ed.D., 1991; Ed.M., 1982; M.A., 1979) currently lives in Boynton Beach, Florida. She is still in active private practice in Delray Beach, Florida. She does diagnoses for children and adults. She diagnoses LD, ADHD, the autism spectrum, and related disorders. "I will forever be grateful for the excellent education and training I received at TC."

APPLIED PHYSIOLOGY

Merle Myerson (Ed.D., 1991; M.A., 1989) is Director of St. Luke's-Roosevelt Hospital Center Cardiovascular

Disease Prevention Program and Pre-Sports Participation Screening Program. She is also an attending cardiologist at St. Luke's-Roosevelt and an Adjunct Assistant Professor of Epidemiology, Mailman School of Public Health of Columbia University.

GUIDANCE

Sally Kasperek Severino (M.A., 1966) has had two books published this year: *Sacred Desire: Growing in Compassionate Living* co-authored with Nancy K. Morrison (The Templeton Foundation Press, 2009) and *Becoming Fire: A Freudian Psychoanalyst's Spiritual Journey* (Epigraph Books, 2009).

NUTRITION EDUCATION

Jill Jayne (M.S., 2007) has recently released a rock 'n roll nutrition CD titled *Get Me Goin'* with songs from her live show, *Jump with Jill*. The songs and shows teach kids about nutrition through music and entertainment. The show is a production of Note to Health, a company specializing in age-appropriate, interactive multi-

GRAD IS GATES CAMBRIDGE SCHOLAR

In October 2009, **THABO MSIBI** (Ed.M., 2008), of KwaZulu, South Africa, who now teaches in South Africa, became the first Teachers College student or alumni to be awarded a Gates Cambridge Scholarship since the program began in 2001. At Cambridge, Msibi—one of 90 new Gates Cambridge Scholars chosen this year—will study for a master's degree and, possibly, a Ph.D. in education. ● Since the start of the Scholarship Program in 2001, 725 students from more than 75 countries have taken up their scholarships at Cambridge, including more than 300 graduates of more than 100 U.S. colleges and universities. More than 530 Scholars have completed their studies at Cambridge and have now gone on to other fields of endeavor around the world.



media productions designed to teach kids about health. Jayne is a Registered Dietitian For more information on *Jump with Jill*, visit www.jumpwithjill.com.

SPECIAL EDUCATION

Esta M. Rapoport (M.A., 1973) wrote a book called *ADHD and Social Skills: A Step-by-Step Guide for Teachers and Parents* that is being published in July 2009 by Rowman and Littlefield Publishers.

HEARING IMPAIRMENT

Linda I. Rosa-Lugo (Ed.D., 1989) is currently an Associate Professor at the College of Health and Public Affairs, Department of Communication Sciences and Disorders at the University of Central Florida. She is the recipient of the 2009 Hispanic Women Who Make a Difference Award. In 2008, Linda and Assistant Professor Jennifer Kent-Walsh became the recipient of the Editor's

DID YOU KNOW THAT YOU CAN ESTABLISH AN ENDOWED SCHOLARSHIP AT TEACHERS COLLEGE WITH FUNDS FROM YOUR IRA ?

The Pension Protection Act, approved by Congress, provides for tax-free gifts to charities made directly from one's Individual Retirement Account (IRA).

To take advantage of this opportunity, the following must occur:

- You must be 70½ or older.
- You transfer funds directly from an IRA or Rollover IRA with the help of your plan administrator. 401(k)s and 403(b)s are not eligible giving vehicles.
- The gifts are not more than \$100,000 in total.

- You make the gift to Teachers College to establish an endowed scholarship in your name or in honor of a loved one or esteemed professor.

Please note that these gifts cannot be used to establish a charitable gift annuity or a charitable remainder trust, and these gifts are not eligible for a charitable deduction.

For more information, please visit the giving pages on our Web site at www.tc.edu/supporttc or call the office of Development and External Affairs at **212-678-3231**.

Award from *Communication Disorders Quarterly* for their November 2008 article.

HUMAN DEVELOPMENT

DEVELOPMENTAL PSYCHOLOGY

Amy J.L. Baker (Ph.D., 1989; M.Phil., 1988) is director of research at the New York

Foundling Vincent J. Fonatana Center for Child Protection, conducting research on psychological maltreatment of children and parental alienation. She recently had two books published and has authored a third for children caught in loyalty conflicts.

Carla Bluhm (Ph.D., 1995; M.Phil., 1992; Ed.M., 1986;

M.A., 1986) has a book coming out (co-authored by a former student is now attending TC) on the topic of face transplantation and issues related to identity. For more information, go to <http://www.greenwood.com/catalog/C35616.aspx>.

INTERNATIONAL & TRANSCULTURAL STUDIES

ANTHROPOLOGY AND EDUCATION

Alysa Beth Chadow (M.A., 1997) has been recognized by Cambridge *Who's Who* for demonstrating dedication, leadership and excellence in special education. She is a Licensed Teacher for the Blind in New York State and a Certified Teacher for the Blind and the Visually Impaired in California.

BILINGUAL/BICULTURAL EDUCATION

Sandra Duval (M.A., 1994) moved to Washington D.C. in 1994, where she obtained a certification in Middle School Education from National Lois University. She taught at the middle school level and also worked with programs created for first generation college students. She completed her

doctorate in Special Education with an emphasis in Bilingual Education at The George Washington University. She has co-produced the documentary *Discovering America: Here There and in-Between*, a series for professional development for educators working with immigrant students or children of immigrants. Duval has attended conferences, events and looks forward to TC's publications. "I am moved by TC's dedication and commitment to equitable and quality public education in the United States. It empowers those of us in the field to continue to push forward!"

COMPARATIVE & INTERNATIONAL EDUCATION

Hani Morgan (Ed.M., 1994; M.A., 1993) is currently working as an assistant professor of education. In the past few years he has written articles on educational topics for *Reading Improvement*, *American Educational History Journal*, and *Childhood Education*. In 2002, he graduated from Rutgers with an Ed.D. in sociological foundations of education. He is getting ready to start his fourth year at the University of Southern Mississippi.

EDUCATION UPDATE HONORS ALUMNI

TC alumni **DEDRIA LACY** (Ed.M., 2004) and **MARGARITA ROSA** (Ed.M., 1995) have received *Education Update's* Outstanding Educator of the Year award. Rosa teaches at The IN-Tech Academy in the Bronx and Lacy at P.S. 335 Granville T. Woods School in Brooklyn. • *Education Update*, an award-winning publication focused on New York City education, is published by TC alumna **POLA ROSEN** (M.A., 1973). The awards it bestows focus on New York City educators. • Lacey and Rosa were honored at the publication's seventh Outstanding Educators of the Year Awards Breakfast Ceremony, at the Harvard Club in New York City. Also at the breakfast, TC President Susan Fuhrman introduced Randi Weingarten, former president of the United Federation of Teachers and now President of the American Federation of Teachers, who was receiving presented a Distinguished Leader in Education Award from *Education Update*. And still another TC alumna, **REGINA PERUGGI**, (Ed.D., 1991) shared special *Education Update* honors with David Steiner, then Dean of the School of Education at Hunter and now New York State Commissioner of Education.

PLAN AHEAD FOR YEAR-END GIVING TO THE ANNUAL FUND

You can help both Teachers College and yourself by making a charitable contribution before December 31.

Cash and securities are deductible charitable contributions. If you give a gift of appreciated securities that you have held for longer than one year, you can deduct the full fair market value on your 2009 tax return and avoid capital gains tax.

If you wish to give a gift of appreciated securities or mutual fund shares, contact your investment advisor soon to be sure your gift is completed by December 31.

You can also use appreciated securities to establish a charitable gift annuity with TC that will provide you with a fixed income for life, as well as a charitable deduction.

If we can be of any assistance as you plan a gift of stock, please see the stock transfer instructions on our giving web pages at www.tc.edu/supporttc (appreciated securities) or contact Mary Amoon-Hickey at **212-678-3392**.

Please note that a stock transfer can take up to seven business days to complete, so remember to plan early.

Jean Marie LaFauci Schutt (Ed.M., 1999; M.A., 1999) recently graduated with a Ph.D. in Counseling from George Washington University. She received Chi Sigma Iota: Rho Theta Chapter's 2009 Outstanding Researcher award and the 2008 Melanie Merola O'Donnell Scholarship. LaFauci serves as clinic supervisor of GW's Community Counseling Services Center and adjunct faculty.

Nadine Revheim (Ph.D., 2000) co-authored the book *Cognitive Remediation for Psychological Disorders, Therapist*

Guide (Oxford University Press, 2009). Since graduation she has worked as a Research Scientist-Psychologist in the Program of Cognitive Neuroscience and Schizophrenia at the Nathan S. Kline Institute for Psychiatric Research in Orangeburg, NY. She also has a private practice in Rockland County.

MATHEMATICS, SCIENCE & TECHNOLOGY

INSTRUCTIONAL TECHNOLOGY AND MEDIA

John Desjarlais (M.A., 1984) wrote a contemporary mys-

PROMOTING DIVERSITY AT THE SEC

Earlier this year, after nearly three decades of working in investor protection at the U.S. Securities and Exchange Commission, **RONALD CRAWFORD** (Ed.D., 1978) realized it was time for a change. Not so much for him as for the SEC itself, where approximately one-third of all employees belong to a minority group, but only seven percent of those were at the senior-pay level in 2007. • "As an African American, I thought there could be more diversity at the Commission, especially at the managerial level," says Crawford. So he approached his bosses at the agency to suggest they appoint someone to monitor that issue by creating a position much like those that exist in other government agencies and in the private sector. His bosses agreed, and on July 13, Crawford himself was named the SEC's first Chief Counsel for Diversity and Policy Initiatives. "I'm really excited about it," he says. • Perhaps surprisingly, Crawford's path to the SEC began at TC. While studying at the college as a Ford Foundation Fellow, Crawford took Professor E. Edmund Reutter's class on the legal aspects of education, which inspired him to enroll in Columbia Law School. While there, he took a course on securities law and corporations. He eventually connected with a recruiter from the SEC, who offered him a job. • Only a month into his new position, Crawford knows it won't be an easy task. "To enhance or improve diversity is not going to be a quick or easy fix," he says. "But if one day I can say that my legacy was improving diversity at the Commission, I'll feel pretty good." —Emily Brady



TC HOLDS FIRST ACADEMIC FESTIVAL

TC held its inaugural Academic Festival in April, a new-look academic homecoming event for TC alumni and friends. Styled as an "academic festival" and themed "Thinkbank 2.0: A World of Ideas," the event was unique in that the presentations spanned the breadth of TC's academic programs. • TC Trustee John Merrow, the award-winning education journalist, delivered the event's keynote address. • At the Festival, the College presented its Distinguished Alumni Award to honorees **PATRICIA LYNNE DUFFY** (M.A., 1981), an instructor of English as a second language and communications at the United Nations; **EDWARD DUNKELBLAU** (Ed.M., 1976), Director of the Institute for Emotionally Intelligent Learning; **JOAN DYE GUSSOW** (Ed.D., 1975; Ed.M., 1974), the Mary Swartz Rose Professor Emerita at TC; and **RAWLEY APPLEBAUM SILVER** (M.A., 1936), artist and art therapist. • TC's Early Career Award was presented to **KEIICHI OGAWA** (Ph.D., 1999; M.A., 1997; Ed.M., 1995), Professor of Economics and Education at the Graduate School of International Cooperation Studies at Kobe University in Japan. • The 2010 Academic Festival will be held at TC on April 24.



ALUMNI WITH DISTINCTION At TC's Academic Festival in April 2009, the recipients of the College's Distinguished Alumni Awards (from left): Keiichi Ogawa, Joan Dye Gussow, Edward Dunkelblau and Patricia Lynne Duffy, with TC President Susan Fuhrman.

SAVE THE DATE

For TC's 2010 Academic Festival
April 24, 2010
at Teachers College

*Talks by TC faculty
Presentation of Distinguished Alumni Awards*

tery, *Bleeder*, in August 2009 with Sophia Institute Press. Thomas Nelson Publishers re-released his medieval thriller/romance *Relics* in May 2009. He teaches English and journalism at Kishwaukee College in Malta, Ill.

ORGANIZATION & LEADERSHIP

EDUCATIONAL ADMINISTRATION

Christopher Clouet (Ed.D., 1996) has been selected to serve as superintendent of schools in White Plains, N.Y.. Clouet has worked in urban education as a public school teacher, a high school principal and superintendent. He is currently superintendent of New London (Conn.) Public Schools and is the state chair of the

Connecticut Association of Urban Superintendents.

HIGHER & POSTSECONDARY EDUCATION

Jeffrey A. Barnett (M.A., 2005) was appointed Dean of Students at Stony Brook University in January of 2007. He was also awarded SUNY "Emerging Programs" Award for Coordination of University's Programs on Sustainability in November of 2007.

POLITICS IN EDUCATION

Benjamin B. Bolger (M.A., 2001) completed his doctorate at Harvard University. He has also completed graduate degrees from Oxford, Cambridge, Stanford (School of Education), Brown, Dartmouth, Brandeis and Skidmore in diverse areas

of advanced study. He is now a Visiting Assistant Professor in the Department of Sociology at the College of William and Mary.

STUDENT PERSONNEL ADMINISTRATION

David Krupnick (M.A., 1986) recently ended a 22-year career in federal law enforcement in Miami, Manhattan, Philadelphia, D.C., and Chicago. In August 2008, he was named Director of the Counterintelligence Evaluations

Division at the U.S. Department of Energy in Washington, D.C.

CORRECTION

The fall 2008 issue of *TC Today* misstated Al Balkin's Teachers College credentials. He received an Ed.D. in 1968 in Music and Music Education. In July 2009, a special edition of *Balkin's Tune Up to Literacy: Original Songs and Activities for Kids* was published by the American Library Association.

In Memoriam

For the present, information regarding TC alumni who have passed away is available exclusively on the TC Web site. To view In Memoriam, please visit: www.tc.edu/inmemoriam.

REMEMBRANCES

LUCIA CAPODILUPO, who served for six years as Director in TC's Office of Corporate and Foundation Relations, died in July. Capodilupo was a major force in advancing the College's research and community outreach programs. She was also the author of a widely read book on spiritualism and weight loss; an ordained minister who had presided at the weddings of TC co-workers; the holder of a Ph.D. in Russian literature from Yale; and an admired and much-loved family member, friend and colleague. "Lucia's death is a tragic loss, but her life is one to admire, as she was living it to the fullest," wrote TC President Susan Fuhrman in a message to the community. A memorial service for Capodilupo was held in September in TC's Milbank Chapel. To read comments about Capodilupo by friends and colleagues, visit <http://blogs.tc.columbia.edu/lucia>.



ANTHONY M. CONSTANZO (M.A., 1963) passed away in December 2008. A World War II veteran who served in the Army Air Force, Costanzo was a professional musician who toured the country as a drummer during the Big Band era, most notably with Blue Barron and his orchestra. Costanzo worked for the *Chicago Sun Times* as a reporter, department editor and columnist. He subsequently pursued a public relations career in New York with Benton & Bowles, Grant Advertising, Fuller & Smith & Ross, Allied Public Relations, and Dunwoodie Associates.

SYDNEY R. GRANT (Ed.D., 1961) died in June 2009. A Professor Emeritus at The Florida State University and a renowned educational leader, Grant also was a long-time member of the Comparative & International Education Society (CIES). Grant served in Europe during World War II and then became a classroom teacher and curriculum coordinator in the New York City public schools. In 1964, he joined the Teachers College/USAID project for educational development in Peru.

WILLIAM JAMES MAHONEY died in August 2009. An emeritus professor and former chair of TC's Department of Art and Education at Teachers College, Mahoney—a World War II veteran who earned three TC degrees—inspired legions of students to pursue careers in the arts and in education. Both his wife, Alice Henry Mahoney (M.A., 1978), and a daughter, Ellen Mahoney (Ed.M., 1981; M.A., 1976), also graduated from TC.

ELIZABETH "SKIP" SCHALER (M.A., 1940) died in June 2009. Schaler, born Elizabeth Schiltz, was a relief worker with the UN Relief and Rehabilitation Administration in China in the late 1940s. She subsequently worked for the UN Food and Agriculture Organization in Washington, and then the UN International Refugee Organization, assisting agencies helping people displaced from camps in Europe to find homes in the United States.

Ulysses Byas

(Continued from back cover)

facing down racist mobs, though what he did took enormous courage. Instead, it's about a man whose efforts distill those of an entire network of black educators and advocates in the pre-Civil Rights era South to skillfully and steadfastly navigate a system in which whites held all the power and improve education for black students.

When Byas arrived in Gainesville in 1957, he was shocked at the sorry state of the Fair Street School, where—as just one example—the “equipment” in the school’s chemistry lab consisted of a corner sink.

When his superintendent denied his request for additional resources, Byas “surreptitiously” persuaded him to let the school conduct a curriculum survey, partly as a way of delaying demand for a truant officer. Byas then gave the survey results, which exposed the bleak conditions of the high school and its limited curriculum, to the *Gainesville Daily Times*, which published it to shocked readers. Community pressure ultimately forced the superintendent to hire new teachers and offer more advanced courses at the high school, which went from having no electives to 45.

“The community was much further ahead than the superintendent,” recalls Byas. “I considered him a segregationist.”

Walker draws the title of her book from a moment during Byas’ interview for his first position as an elementary school principal. His questioners called him “professor”—a title he liked so much that “I decided then and there if someone thought I could be a principal, I should learn what it was all about.” The incident proved prophetic, because Byas, throughout his life, would continually broaden his own skills and perspective both through continuing education and by becoming active in state and national professional societies.

His years at TC—the only school in the country that would admit him without teaching experience—were a critical part of those experiences. “I came seeking, and TC came teaching,” he says. “I learned that even the best schools were 50 years behind in their philosophy. And in Georgia, they must have been 200 years behind.”

After more than a decade working in Gainesville, Byas resigned and became superintendent of the Macon County, Alabama, school system, where he made a name for himself by eliminating the school’s deficit in less than two years. Simultaneously, he earned a doctorate at the University of



Massachusetts, Amherst, commuting part-time, by dint of a Ford Foundation fellowship.

In the early 1970s, Byas was recruited to work as Superintendent of Schools in Roosevelt, New York. “To make a long story short,” he says, “they wanted someone with experience eliminating a deficit.”

He stayed in Roosevelt at the Theodore Roosevelt Elementary School for more than a decade, until his retirement in 1985. When he left, he says, the budget had long been in the black. At the last school board meeting he attended at the school, he received what he felt was an incredible honor.

“They renamed the school from Teddy Roosevelt to Ulysses Byas Elementary School, and I ain’t dead yet,” he says. “It was one of the crowning moments of my professional career.”

The newly retired Byas and his wife moved back to Macon. As he approaches his 86th birthday, Byas revels in the accomplishments of his children and four grandchildren. As for his own, he uncharacteristically summarizes them in a single sentence: “My greatest accomplishment was to be a champion of black students.” 🍀

—Emily Brady



Realizing Her Potential by Helping Others

TC alumna Jill Iscol believes that young people are rediscovering a calling in public service

In 1970, as a Teachers College student, Jill Iscol (Ed.D., 1977; M.A. 1968) taught at the Agnes Russell School, then TC's lab school, at the corner of 120th Street and Broadway.

"It brought together kids of TC professors with kids from the custodial staff," recalls Iscol, a thoughtful philanthropist recently appointed by New York Governor David Paterson to a new state Commission on National and Community Service. "The teachers and parents worked to help kids reach their potential and also function as members of a community. I think that tension—of individual potential versus the common good—is fundamental in American life. Playing it out with school leaders who really get it should be built into every school."

That same tension has animated Iscol's own career and—she believes—is now motivating a younger generation.

"There's something truly different happening in society," she says. "The current generation of 21- to 35-year-olds is coalescing around public-spirited work. [*New York Times* columnist] David Brooks has called them the Odyssey Generation—people like Jacqueline Novogratz [creator of the Acumen Fund, which takes an entrepreneurial approach to combating poverty], Michelle Rhee [superintendent of Washington, D.C. public schools], Sarah Horowitz [founder of Working Today, a union representing the nation's growing independent work force], Jimmie Briggs [founder of ManUp, a global movement to end gender-based violence] and Diahann Billings-Burford [a former lawyer who is New York City's Chief Service Officer, leading a citywide initiative to promote volunteerism]. They believe in creating public-private partnerships, and they don't see their work as noblesse oblige or traditional charity, but instead as investment in improving society."

Iscol traces this development to two events during the Clinton-Gore years: the first-ever White House Conference on Philanthropy, held in 1999, to which she contributed,

and the annual Gore Family Reunion Conference, aimed at strengthening American family life, which she chaired from 1997 to 2000.

"I met so many brilliant and talented people," she says. "They could have done anything they wanted, but they were searching for more meaningful lives."

It was a moment of truth for Iscol, who had earned degrees at both TC and Yale, but doubted—despite having taught at Bank Street College and served as interim co-director of TC's pre-service teacher education program—whether academia was her true métier.

"Other things were happening," she says, "including that my husband [Kenneth Iscol, a telecommunications executive] and I set up a private foundation, and I decided to take the whole notion of strategic philanthropy very seriously."

The Iscols launched the Leadership Development Program for Public Service at Cornell University, and Jill Iscol later co-founded City Year New York, a young adult service corps currently combating the drop-out rate in New York City public schools. She also has served as finance chair for Hillary Clinton's senatorial and presidential campaigns.

Nowadays, Iscol is gearing up to serve on Governor Paterson's new commission and mulling a possible book on public service. She's also excited about Teachers College, where she has endowed scholarships and policy events and serves on the President's Advisory Council.

"President Fuhrman has an intelligence that's not only intellectual but rooted in the confidence to go forward with very specific projects, like the launching of a new public school and partnering with the city's Department of Education," she says. "Bill Clinton talks about the importance of the 'hows' of affecting change, not only the 'whats', and Susan gets that. She's facing big challenges, but if I were a betting woman, I'd bet on her and TC."

With friends of the college like Iscol, it seems like money well placed. 🍀

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In Focus **TC**

Long Story Short

Ulysses Byas was a pioneering principal in the segregated South

In the late 1940s, a journeyman carpenter and former Navy cook with the resonant name of Ulysses Byas (M.A., 1952) left New York City because he couldn't find a decent paying job.

"They did me a favor, and I'm glad of it," Byas, now 85, says in his deep Southern accent.

The beneficiaries would ultimately include thousands of southern black children and their families. To make a long story short—a phrase Byas often uses—he returned home to Georgia, excelled at an all-black college despite having twice dropped out of high school, was offered an elementary school principalship, went back to New York City to earn his master's degree in Educational Administration at Teachers College, and eventually became principal of all-black Fair Street High School in Gainesville, Georgia, where he convinced the white public that the school—supposedly among the best black institutions in the state—was woefully under-resourced on every level.

Byas' odyssey has now been captured by Emory University professor Vanessa Siddle Walker in her book *Hello Professor: A Black Principal and Professional Leadership in the Segregated South* (University of North Carolina Press, Chapel Hill, 2009). His story is not one of heroic civil disobedience and
(continued on page 79)

